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371.912 New York Institution for the instruction of the
N567 deaf and dumb.

Annual report. 49, 1867.



3711912
A567

State of New York.

FORTY-NINTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION

FOR THE

Instruction of the Deaf and Dumb.

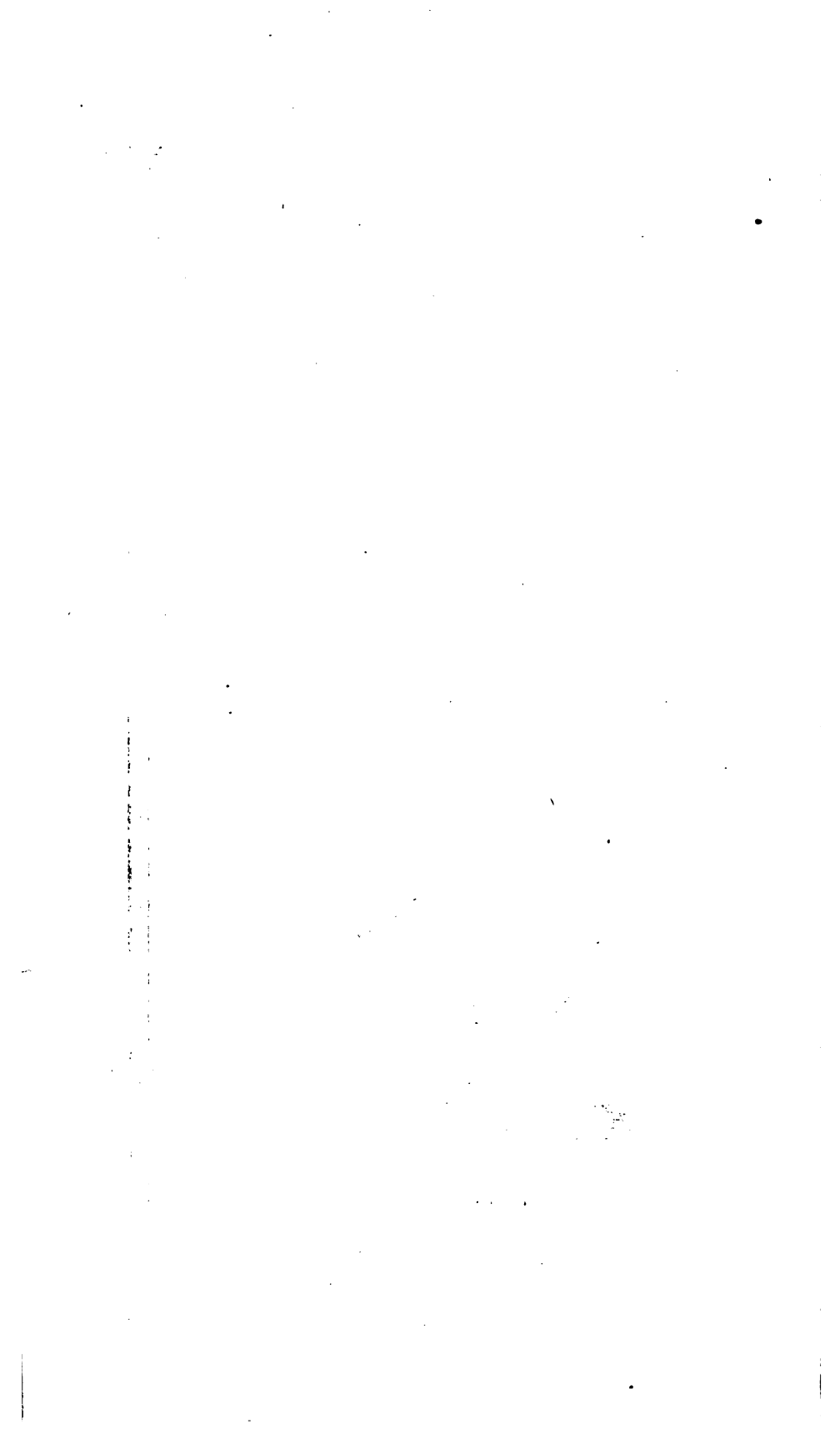
To the Legislature of the State of New York for the Year 1867.



ALBANY:

PRINTING-HOUSE OF C. VAN BENTHUYSEN & SONS.

1868.



ALPHABET OF THE DEAF AND DUMB.

A a



E e



I i



M m



O o



U u



B b



F f



J j



N n



H h



V v



C c



G g



K k



Q q



Z z



W w



D d



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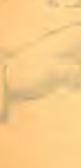
P p



T t



X x



S s



R r



Y y



X x



S s



R r



Y y



ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&c



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FORTY-NINTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

NEW YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB,

To the Legislature of the State of New York for the Year 1867.



ALBANY:

VAN BENTHUYSEN & SONS' STEAM PRINTING HOUSE.
1868.

112751

112751

State of New York.

No. 44.

IN ASSEMBLY,

February 14, 1868.

FORTY-NINTH ANNUAL REPORT OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

STATE OF NEW YORK :
DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, Feb. 14th, 1868. }

To the Hon. WILLIAM HITCHMAN,

Speaker of the Assembly :

Sir—I have the honor herewith to transmit to the Legislature the Forty-Ninth Annual Report of the New York Institution for the Instruction of the Deaf and Dumb.

I am, respectfully,

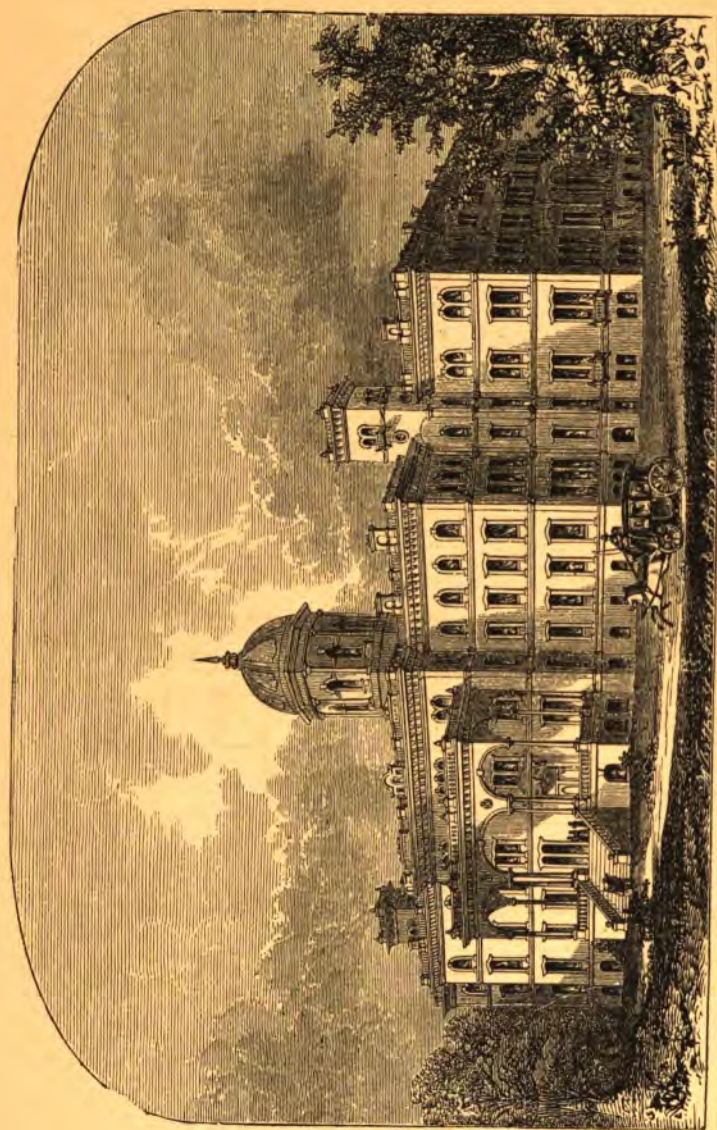
Your obedient servant,

V. M. RICE,

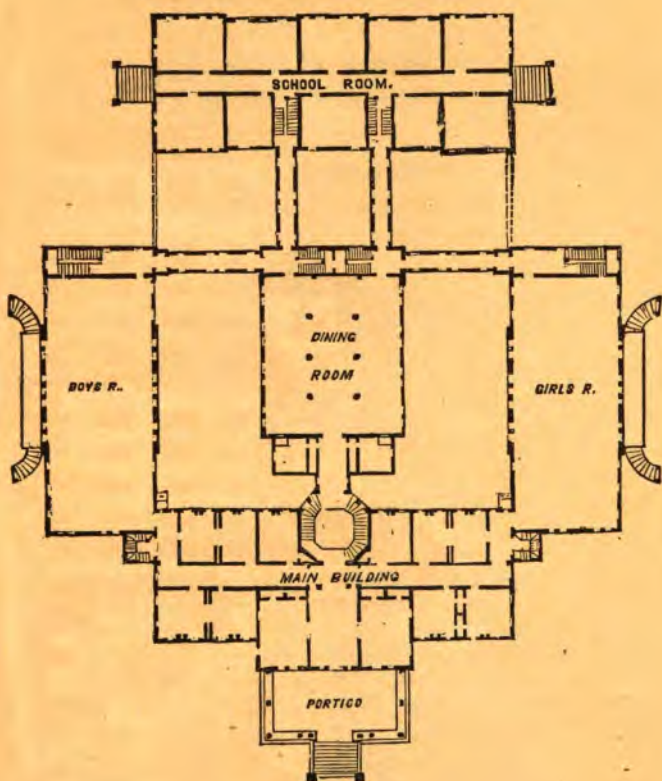
Superintendent of Public Instruction.



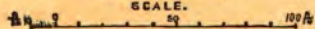
THE FAIR OF THE FUTURE



INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.



GROUND PLAN.



THE END

OFFICERS AND DIRECTORS.

PRESIDENT,
BENJAMIN R. WINTHROP.

FIRST VICE-PRESIDENT,
SHEPHERD KNAPP.

SECOND VICE-PRESIDENT,
REV. WILLIAM ADAMS, D. D.

TREASURER,
JOSEPH W. PATTERSON.

SECRETARY,
ANDREW WARNER.

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JOHN ALSTYNE,
FREDERIC DE PEYSTER,
DANIEL F. TIEMAN,
JAMES N. COBB,
GEORGE FOLSOM, LL. D.,
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OLIVER S. STRONG,
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REV. THOMAS GALLAUDET, D. D.
MORRIS K. JESUP,
HENRY K. BOGERT,
FRANKLIN TOWNSEND.

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MISS KATE WARNER,
MISS ANN MAURY,
MRS. FRANCES COLDEN,
MRS. HELENA T. BROWN,
MISS MARY S. JONES,

MRS. FREDERICK G. SWAN,
MISS HARRIET TABER,
MRS. JOSEPH W. PATTERSON,
MRS. JAMES W. BEEKMAN,
MRS. ELLEN WALTER,
MRS. SAMUEL B. SCHIEFFELIN,
MISS MARY A. HADDEN,

MISS SARAH J. CLARK.

OFFICERS AND DIRECTORS.

PRINCIPAL OF THE INSTITUTION.
ISAAC LEWIS PEET, A. M.

EMERITUS PRINCIPAL.
HARVEY P. PEET, LL. D.

PROFESSORS AND TEACHERS.

•ORAN WILKINSON MORRIS, A. M.	JAMES R. CAMPBELL, A. B.
FRANKLIN A. RISING, A. B.,	WESTON JENKINS,
JEREMIAH W. CONKLIN,	WILLIS HUBBARD,
GILBERT C. W. GAMAGE,	JANE T. MEIGS,
DAVID R. TILLINGHAST,	ELIZA IDA MONTGOMERY,
ALBERT PRIDE KNIGHT,	JOSEPHINE L. ENSIGN,
CHARLES STARK NEWELL,	ISABELLA H. RANSOM,
ALPHONSO JOHNSON,	MARY L. GOODRICH,
HENRY DENNIE REAVES,	ANNIE E. COOKE,
CHAS. W. VAN TASSEL,	FRANK E. ELLIOTT, Monitor.

ATTENDING PHYSICIAN.
LOUIS A. RODENSTEIN, M. D.

CONSULTING PHYSICIAN.
JOHN T. METCALFE, M. D.

STEWARD.
CHAUNCEY N. BRAINERD.

ASSISTANT STEWARD.
JOSEPH COITEUX.

NIGHT SUPERVISOR.
CLARENCE D. LITTLE,
In charge of Boys at night.

MATRON.
MRS. LOUISA P. HOTCHKISS.

ASSISTANT MATRONS.
MRS. MARY E. TOTTEN, in special charge of the Girls.
MISS MARY A. SHARP, in charge of the Sewing.
MISS JANE D. LAVERY, Housekeeper, in charge of the Culinary Department.
MISS A. J. MILES, in charge of the Girls at night.
MRS. BRENNING, in charge of the Sick.

JOHN H. CLEARWATER, Cabinetmaker. AUGUST GANGEL, Shoemaker.
HENRY ROTH, Tailor.

* Professor of Articulation *ad interim*.

FORTY-NINTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature their Annual Report, putting upon record their transactions and the condition of the Institution for the year 1867, being the fiftieth year of the corporate existence of the Institution, but not till May next, its fiftieth year of operation as a school. We may add, in explanation of this Report being numbered the forty-ninth, that the first Report of the Institution to the Legislature covers two or more years, being dated January 1, 1820.

The number of pupils returned last year was 434. The admissions during the year were 71. There left during the year 66, making our present number 439. Their names and residences are given in the catalogue which accompanies the report of the principal.

It thus appears that, large beyond all precedent as were our numbers for last year, they were not only maintained, but somewhat increased this year.

Our number of pupils was,	Dec. 31, 1862	319
do do	Dec. 31, 1863	337
do do	Dec. 31, 1864	358
do do	Dec. 31, 1865	408
do do	Dec. 31, 1866	434
do do	Dec. 31, 1867	439

Thus it will be seen, that, in five years, the number of our pupils has increased by 120, or nearly forty per cent. More than two-thirds of this increase is due to the operation of the act of April 25, 1863, requiring and authorizing the counties to support, in the institution, deaf-mute children between the ages of six and twelve not yet eligible, by age, to the list of State beneficiaries, and whose circumstances in life render them proper objects of public care.

The disposition to invoke the authority of this act, shown by indigent parents or benevolent persons, whose sympathies have been awakened by the spectacle of deaf-mute children running uncared for in the streets and exposed to the danger of evil associations, has been met by a liberal spirit on the part of the county authorities. Already we have nearly ninety little deaf-mutes as pupils, under this law, and though several of them will pass, annually, into the list of State beneficiaries, yet the number of county beneficiaries is likely to advance. When we add to this those who, before coming here, have attained the age of twelve years and upwards, more and more of whom will be brought to our notice, as the public mind becomes more enlightened, and fewer of these unfortunate children are, by the apathy of their friends, kept at home in ignorance, there seems no reason to doubt that additions will continue to be made to the number of our pupils.

The great actual increase in the number we have to provide for, and the probable prospective increase, both appeal strongly to the enlightened benevolence of the Legislature, for those additional means that shall enable the institution to maintain its present high position as a school for deaf-mutes, not unworthy of the great city and State of New York.

The copy of the Treasurer's account hereunto annexed will show, in detail, the receipts and expenditures of the year.

From this it will be seen that the bills incurred on all accounts, including the payment of a balance of \$15,515.20 due at the beginning of the year, were	\$156,192 98
And the receipts.....	142,563 20
Leaving a debt for current expenditures of.....	<u>\$13,629 78</u>

The liberal appropriations made by the Legislature of 1867 would have met our expenses had it not been for expenditures necessitated by sanitary considerations, and ordered by the superintendent of the board of health.

The following table will exhibit these extraordinary expenditures :

Introduction of Croton water	\$5,058 00
Two new steam boilers	3,025 00
Erection of a wash house.....	2,566 25
Erection of a privy	984 41

Transformation of the north wing of the Mansion House into a hospital for epidemic diseases	\$616 53
Ventilation	114 94
Carpenters', masons' and plumbers' work, including materials	1,895 60
Extra, professional and other attendance during sickness	740 00
Renewal of beds	257 50
Board of children during the epidemic	373 64
	<hr/>
	\$15,631 87
	<hr/>

Deducting from the sum total of the expenditures for the year, the amounts just named, and also what has been paid on account of interest on the mortgage debt of the institution (\$175,000), and allowing the cost of pupils under twelve years of age to be \$230, the rate at which we are paid by the counties, we still find that the cost of maintaining the remainder has been fully up to \$260 per pupil, the estimate submitted last year.

The general appropriation bill which took effect on the first of October, following the precedent of this last decade, gives us but \$180 per pupil, or \$80 less than the least possible estimate of the cost. As we have now 297 State pupils and are likely to have over 300, this will cause a deficit for the year of at

least	\$23,760 00
Add to this the deficiency at the end of the year just closed, viz	13,629 78
	<hr/>

And a special appropriation of..... \$37,389 78 will be necessary to enable us to maintain the institution during the ensuing year. In view, however, of the present high prices of the necessities of life, and of the considerable increase of our numbers, it would be safer to place this estimate at \$40,000.

It would be gratifying to us, however, if the Legislature would recognize the rate of \$260 per pupil, which, as we have stated, has, in our experience, been found necessary, and so, in the law-making appropriations for the support of government, provide for 300 pupils on this basis.

While we thus make our appeal for appropriations which are large only because the number committed to our care is great, we feel that we should fail in our duty did we not call your attention

to a pressing necessity involving a farther appropriation of ten thousand dollars.

The great end we propose in educating the deaf and dumb is to restore to their friends and to society, as useful and self-dependent citizens, those who, without education, too often become burdens to their families and to the public. But as the best time for their full intellectual and moral development is also the best time for their mechanical education, the necessity and justice of giving to our pupils instruction in some suitable trade was long since recognized by our own institution and by every kindred institution in this country, as well as by most of those in Europe. At the old home of the institution, in Fiftieth street, we enjoyed the best facilities for teaching our pupils trades, and the good effects are now seen in every part of the State, in the industry and success in life of hundreds of our former pupils.

Since we removed to our present site, the institution has always been in too straitened a financial condition to erect the range of shops which formed part of our original plan, and we have been compelled to use, temporarily, rooms so inconvenient, that this important department has been continually struggling under difficulties, and now, with our great increase of pupils, we have not room for half our boys in the present shops.

We, therefore, respectfully and urgently appeal to the benevolence of the Legislature for aid to enable us to make the institution, in this respect, as it is in all others, one of the best of its kind in the world. We fully agree with the remark of the principal, in his report herewith presented, that no part of the annual appropriations to the institution will make to the State and to society a more direct and palpable return, in assuring an accession of useful citizens, than an adequate appropriation for building shops.

There are other features of the report of the principal which we would commend to general attention. One is the announcement that the institution is endeavoring to provide instruction in articulation for such of its pupils as offer any reasonable promise of being benefited thereby, connecting it also with studies into the causes and prevention of deafness.

Another feature of this report is the full and careful analysis of the returns of the State census of 1865, relative to the deaf and dumb. As this census includes the most full and accurate, and,

hence, the most valuable enumeration of the deaf and dumb ever made, that part of the report has a permanent value.

We refer to the reports of the principal and of the physician for the satisfactory sanitary condition of the institution. There have been but few cases of serious illness, and only one death; which is an extremely favorable result in a school of more than four hundred children and youth, many of whom were of delicate constitutions, as one of the causes or results of the disease that deprived them of hearing.

For the changes and qualifications of the teachers employed, we refer to the report of the principal; and for the favorable results attained in this department, to the annexed report of the committee, which made the annual examination in June last.

We would also refer to the documents annexed to this report as an appendix, detailing the interesting proceedings of a semi-centennial celebration, held at the institution at the close of the academical year, in June, together with the papers read and addresses delivered on that occasion. Two of the papers are of great and permanent interest, viz.: The historical sketch of the institution, read by Benjamin R. Winthrop, Esq., president of the board, now absent in Europe; and the farewell address of the venerable retiring principal, H. P. Peet, LL. D.

While Dr. Peet, yielding to the desire for rest natural to his advanced years, retires from the active labors that continued with unflinching zeal and eminent ability during nearly thirty-seven years, have so largely contributed to build up the institution and promote its prosperity and usefulness, still we do not lose his valuable services. He is retained as a member of the board of directors, to give us the benefit of his rare judgment and ripe experience, and, by a recent vote, he has been made Emeritus Principal, and assigned vacant apartments in the old Mansion House, on the grounds, so that he shall be at hand to render such occasional service as may be necessary. In thus giving expression to our own feelings, we trust we are gratifying a sentiment very general in the community, and securing for ourselves the approbation of the Legislature.

The new principal, unanimously elected by the board as the successor of his father, had been a teacher in the institution for twenty-two years, during fifteen of which he had been vice-principal. He thus brings to his duties all the benefits of a rare experience, a thorough knowledge of the theory and practice of deaf-mute

instruction, and a weight of personal character and professional reputation, which assure us that the educational interests of the deaf and dumb of the State are safe in his hands.

The board, therefore, feel a deep and encouraging conviction that the progress of the institution, committed to their care, will still be as it has been for so many years past, upward and onward. With full confidence that the claim of the unfortunate children of silence, for the means of intellectual, moral and spiritual life, will be favorably heard, we look forward, in reliance on the continued favor of Providence, to a long career of usefulness.

By order of the board of directors.

SHEPHERD KNAPP, *Vice-President.*

ANDREW WARNER, *Secretary.*

TREASURER'S ACCOUNT FOR 1867.

EXPENDITURES.

Groceries and Provisions.

Apples, 23 bbls.....	\$131 50
Beans, 15 bbls.....	191 79
Butcher's meat, 95,814 lbs.....	14,232 09
Butter, 18,691 lbs.....	7,670 03
Buckwheat flour, 615 lbs.....	35 88
Berries, 463 qts.....	101 39
Cabbages, 2,000 heads	160 00
Coffee, 2,638 lbs.....	1,039 04
Chicory, 350 lbs.....	58 20
Chickens, 278 lbs.....	79 56
Cheese, 659 lbs.....	90 17
Citron, 22 lbs.	7 48
Crackers, 128 lbs.....	25 82
Cranberries, 5½ bush.	21 65
Codfish, 2,200 lbs.....	157 15
Cider, 36 galls.	13 56
Cream tartar, 10 lbs.....	5 00
Clams, 275	2 75
Chocolate, 27 lbs.	13 80
Cartage	370 60
Corn starch.....	2 25
Currants, 119 lbs.	12 12
Dried apples, 241 lbs.....	29 45
Dried peaches, 25 lbs.....	4 70
Extracts lemon and vanilla, 9 doz.	23 75
Eggs, 597 doz.....	225 58
Flour, 529 bbls.....	7,402 20
Fresh fish	91 87
Farina, 1 box	6 50
Graham flour	4 84
Hops and malt.....	21 00

Amount carried forward..... \$32,231 72

Amount brought forward	\$32,231 72	
Ice, 36,285 lbs.	217 71	
Indian meal, 12 bags	32 62	
Lard, 1,695 lbs.	276 74	
Lemons, 46 doz.	18 44	
Macaroni, 1 box	4 50	
Mackerel (salt), 1 bbl.	20 00	
Molasses, 1,543 galls.	1,191 76	
Milk, 3,200 galls.	1,280 22	
Mustard, 194 lbs.	76 30	
Oysters	24 30	
Oatmeal, 200 lbs.	12 25	
Potatoes, 556 bbls.	2,046 60	
Potatoes (sweet), 20 bbls.	83 55	
Pepper, 161 lbs.	70 13	
Peaches, prunes and pineapples	42 00	
Pickles, 2,035	20 35	
Pork (salt), 110 lbs.	21 21	
Prepared cocoanut, 22 lbs.	8 80	
Quinces, 1 bbl.	12 00	
Raisins, 10 boxes	45 60	
Rennet	2 50	
Rice, 3,865 lbs.	401 13	
Salad oil	20 50	
Sugar (brown), 14,451 lbs.	2,232 62	
Sugar (white), 35 lbs.	6 20	
Sage, 22 lbs.	10 85	
Spices	22 06	
Salt, 17 sacks	68 40	
Smoked meats, 1,288 lbs.	293 38	
Syrup, 73 galls.	86 82	
Sundry early vegetables	13 44	
Tea (black), 749 lbs.	827 55	
Tea (green), 368 lbs.	391 01	
Tongues, 39	55 03	
Turkies, 1,033 lbs.	272 33	
Vinegar, 11 bbls.	183 15	
Yeast	10 40	
		<hr/>
		\$42,634 17
Amount carried forward		<hr/>
		\$42,634 17

Salaries and Wages.

Amount brought forward		\$42,634 17
Principal, professors and teachers.....	\$10,246 62	
Steward and assistant	1,291 67	
Matron and assistant	709 18	
Housekeeper, baker and cooks.....	1,029 63	
Waiters, chambermaids and laborers...	4,774 14	
		<hr/>
		18,051 24

Clothing.

Alpacca, 60 yds.	\$27 46	
Balmorals, 4 doz.	70 50	
Batting, 1 bale.	16 00	
Brilliants, 4½ yds.	2 25	
Burlaps, 96 yds.	14 60	
Braid, 21 doz.	16 22	
Binding, 3 pieces.....	3 81	
Buttons, 31 gross.....	35 38	
Blacking, 10 doz.....	8 50	
Bathing brushes, 1 doz.	2 50	
Combs, 22 doz.	27 96	
Cloaks, 35	186 00	
Corsets, 13 doz.....	179 87	
Cadet cassimere, 907½ yds.....	1,076 42	
Cloth caps, 11 doz.....	96 00	
Coats, (woolen) 7.....	48 00	
Coats, (linen) 34	51 70	
Canton flannel, 253 yds.....	86 68	
Cord, 8 boxes.....	10 85	
Cottonade, 117½ yds.....	67 35	
Cambric, 675 yds.	95 60	
Cleaning girls' hats.....	17 06	
Drawers, 28½ doz.....	211 62	
Deming, 64 yds.	27 36	
Delaine, 496 yds.....	102 33	
Elastic, 8 pieces	12 50	
Express charges and cartage	105 25	
Flannel, 253 yds.....	86 68	
Gloves, 13½ doz.	83 50	
	<hr/>	
Amount carried forward.....	\$2,769 95	\$60,685 41

Amount brought forward.....	\$2,769 95	\$60,685 41
Gaiter webbing, 3 doz.....	3 93	
Grinding scissors.....	4 45	
Gingham, 265 yds.	49 13	
Hair nets, 27 doz.	20 04	
Handkerchiefs, 43 doz.	54 25	
Hats, 39½ doz.	330 80	
Hose and half hose, 101 doz.....	341 80	
Hoods, 3 doz.....	19 25	
Hooks and eyes, 1 gross.....	3 26	
Hoop skirts, 14 doz.....	109 42	
Indellible ink, 5 doz.....	12 25	
Italian cloth, 200½ yds.....	147 53	
Kentucky jean, 178½ yds.....	29 93	
Lawn, 203 yds.	59 70	
Linen collars, 22 doz.	17 53	
Machine thread	4 00	
Mittens, 18½ doz.....	57 32	
Muslin, 774 yds.	159 77	
Needles, 8 M.....	15 37	
Neck ties, 20¼ doz.	58 87	
Paper collars, 600	11 30	
Pins, 10 packages	8 72	
Prints, 3,662 yds.	570 85	
Plaid, 254 yds.....	39 41	
Poplin, 50 yds.	22 35	
Repairing sewing machines	7 00	
Ribbon, 19 pieces	22 08	
Scissors, 4 doz.	8 16	
Scarfs, 11 doz.....	24 50	
Skirts, 1 doz.....	22 00	
Sponges, 6 lbs.....	12 00	
Suspenders, 6 doz.....	21 56	
Shawls, 2 doz.	79 50	
Shoes, 118 pairs.....	228 50	
Spool cotton, 108 doz.....	81 25	
Suits of clothing, 99	815 50	
Thimbles, 7½ gross	15 77	
Toilet soap.....	12 60	
Amount carried forward.....	\$6,271 60	\$60,685 41

Amount brought forward.....	\$6,271 60	\$60,685 41
Trunks, 6	11 25	
Tooth brushes, 1 gross	10 50	
Travelling bags, 1 doz.....	10 00	
Union Melton cloth, 70 yds.	132 63	
Undershirts, 28 doz.....	213 37	
Vests, 3 doz.	53 00	
Woolen skirts, 6½ doz.....	63 00	
Woolen yarn, 4½ lbs.....	6 79	
Trimnings, tailor shop ac'nt, \$887 10		
Wages of tailor and assistants, 847 57		
	<hr/>	
	1,734 67	
Leather and findings, shoe shop		
account	\$2,373 15	
Wages of shoemaker	600 00	
	<hr/>	
	2,973 15	
Cash advanced pupils	872 46	
	<hr/>	
		12,352 42

Furniture.

Baskets, 20	\$31 75	
Batting, 9 bales	94 50	
Bureaus, 9	182 50	
Bedsteads, (walnut) 8	112 00	
Bedsteads, (iron) 30	360 00	
Bedsteads repaired	10 50	
Blankets, 65 pairs	243 75	
Britannia pitchers, 2 doz.....	62 60	
Brooms, 26 doz.....	114 42	
Brushes, 18½ doz.	112 74	
Burlaps, 170 yds.....	42 50	
Carpet, 171 yds.....	302 39	
Coffee urns, 12	60 00	
Coal hods, 11	12 95	
Coal shovels, 1 doz.....	2 20	
Comfortables, 1 doz.....	33 00	
Cartage	208 75	
Cheese safe, 1	4 00	
Chairs, 12¼ doz.....	152 75	
	<hr/>	
Amount carried forward.....	\$2,143 30	\$73,037 83

Amount brought forward.....	\$2,143 30	\$73,037 83
Carvers, 3 pairs.....	10 75	
Crockery.....	733 55	
Clock, 1.....	6 25	
Curled hair, 31 lbs.....	20 15	
Door mats, 3 doz.....	63 00	
Damask, 94½ yds.....	88 12	
Ewers and basins, 2 doz.....	33 00	
Feather brushes, ½ doz.....	9 26	
Grates, 4.....	125 85	
Griddles.....	7 00	
Knives and forks, 4 gross.....	95 51	
Linen ticking, 286 yds.....	104 27	
Looking glasses, 6 doz.....	59 43	
Lamp shades.....	3 00	
Lounge.....	27 00	
Mattresses re-made, 180.....	210 94	
Mattresses made, 10.....	25 00	
Moss, 1,221 lbs.....	235 97	
Meat chopper.....	15 00	
Mops and handles.....	3 17	
Mugs.....	99 99	
Oil cloth, 98 yds.....	173 21	
Pails, 10½ doz.....	60 57	
Pillows, 82.....	265 72	
Putting up stoves, sheet iron, work, zinc, &c.....	154 67	
Prints for comfortables, 642 yds.....	113 29	
Plated ware for teachers' dining room..	126 62	
Quilts, 198.....	455 95	
Repairing tin and copper ware.....	85 65	
Repairing clocks.....	5 50	
Repairing ranges and stoves.....	64 91	
Repairing girls' sitting-room tables.....	75 00	
Spoons (iron), 8½ gross.....	44 12	
Standards for school desks, 35 pairs...	87 50	
Spring bed, 1.....	6 50	
Stove polish, 2 doz.....	1 75	
Stools, 16½ doz.....	81 67	
Amount carried forward.....	\$5,922 14	\$73,037 83

Amount brought forward	\$5,922 14	\$73,037 83
Straw for bedding, 11,744 lbs.....	161 46	
Steamers for vegetables, 8	35 00	
Spittoons (rubber), $\frac{1}{2}$ doz.....	12 00	
Sheeting, 1,958 yds.	439 59	
Stoves, 7.....	197 10	
Tubs (cedar), 6 ...	12 00	
Table linen, 99 $\frac{1}{2}$ yds.....	46 13	
Trays, 6	7 50	
Tacks, 19 papers	1 25	
Toweling, 1,385 yds.....	238 67	
Tin ware.....	127 28	
Chamber furniture for teachers' rooms..	135 00	
Window shades and fixtures.....	50 60	
W. C. paper, 110 reams	53 50	
		7,439 22

Building and Repairs.

Cash paid—

For the introduction of Croton water..	\$5,058 00
2 new tubular steam boilers includ- ing mason work connected there- with.....	3,025 00

In constructing and fitting up new wash-
house :

For lumber	\$1,061 65
mason work	510 00
carpenter's work.....	400 00
steam fitting.....	500 00
painting and glazing	79 60
circular blinds	15 00
	2,566 25

In removing and building boys' privy,
as follows :

For mason work	\$594 45
gutters, leaders and pipes	211 00
13 $\frac{1}{2}$ M. brick	178 96
	984 41

In fitting up hospital for epidemic dis- eases	616 53
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Amount carried forward.....	\$12,250 19	\$80,477 05
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Amount brought forward.....	\$12,250 19	\$80,477 05
For carpenters' work	2,321 54	
lumber	1,836 37	
mason work and materials	1,760 70	
plumbing work and materials	1,663 79	
repairs to steam apparatus	1,326 29	
do to gas works	523 03	
do to roofs, gutters and leaders,	531 99	
do to wringing machine	128 68	
do to steam and other pumps,	50 00	
do to old steam boilers	44 45	
do to wire screens	18 25	
do to steam engine	11 18	
hardware and tools	698 29	
painting and glazing	1,320 02	
cartage, B & R account	415 25	
gas fitting	342 63	
blacksmithing and castings	147 70	
cleansing vaults	270 00	
marble mantles	140 00	
locks and repairs	121 03	
one patent ventilator	114 94	
weather strips	104 98	
pump	36 00	
eighty-nine pounds rope	19 74	
	<hr/>	\$26,197 04

Fuel and Lights.

Anthracite coal, 976½ tons	\$6,037 36
Coal for making gas, 18 tons	253 40
Charcoal, 295 barrels	265 45
Carting, hoisting and shoveling coal	638 80
Freight paid on coal	31 00
Lime for refining gas, 75 barrels	58 75
Sperm oil	93 02
Matches	17 00
Coal barrows	30 00
Expenses incurred in inspecting boilers,	10 00
Candles	5 20

Amount carried forward	\$7,439 98	\$106,674 09
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Amount brought forward.....	\$7,439 98	\$106,674 09
Scoop shovels.....	3 34	
Wicking	1 50	
Wages of engineer and gasmaker	683 33	
	<hr/>	8,128 15

Stable.

Hay, 14,268 lbs.	\$359 24	
Oats, 750 bushels	700 02	
Fine feed, 229 bags.....	349 73	
Corn and corn meal.....	289 84	
Shoeing horses and blacksmithing.....	168 60	
Stock hogs.....	120 75	
Cow and calf	107 00	
Repairs on harnesses	42 15	
Repairs on wagons	84 76	
Horse blankets, 2.....	12 00	
Straw	25 99	
Scythes, forks and rakes.....	10 66	
Wages of stableman and cow tender....	209 25	
	<hr/>	2,479 99

Washing.

Hard soap, 8,400 lbs.	\$892 00	
Soft soap, 68 barrels.....	217 17	
Starch, 618 lbs.....	59 09	
Scouring sand, 30 barrels.....	26 25	
Blueing.....	8 00	
Clothes lines.....	5 40	
Cartage.....	18 95	
Wages of washerwomen.....	859 46	
	<hr/>	2,086 32
Gardener's wages, seeds, manure, &c	714 22	
Medicines and professional attendance	1,297 27	
Books, slates and stationery for schools	1,467 25	
Expenses incurred during the epidemic in the winter of 1866 and 1867, and paid as follows, viz :		
Louis A. Rodenstein, M. D.	\$200 00	
John T. Metcalfe, M. D.	65 00	
Edward G. Janeway, M. D.	300 00	
	<hr/>	
Amount carried forward.....	\$565 00	\$122,847 29

Amount brought forward.....	\$565 00	\$122,847 29
S. N. Toles.....	100 00	
L. P. Hotchkiss.....	75 00	
		<hr/> 740 00
Expenses of delegations to Albany.....		125 88
Railroad, stage fare and carriage hire.....		195 43
Printing extra reports and circulars.....		127 95
Rent of hall and stages, exhibition account.....		180 00
Board of pupils during the epidemic.....		373 64
Postage and internal revenue stamps.....		186 91
Expense of pupils in attending Am. Inst. Fair.....		56 35
Express charges.....		42 22
Stationery and advertising.....		88 71
Intelligence offices.....		9 78
Discount on collections.....		7 80
Insurance.....		1,517 00
Interest.....		14,178 82
Amount paid money borrowed in 1866.....		15,515 20
		<hr/> <hr/> \$156,192 98

RECEIPTS.

From Comptroller of State, for State pupils' board and tuition.....	\$47,518 75
From Comptroller of State, appropriation to pay interest.....	12,065 00
From Comptroller of State, appropriation to meet deficiency, pursuant to chap. Laws of 1867.....	44,900 00
From Treasurer of State of New Jersey, for board, tuition and clothing pupils from said State.....	5,761 56
From Comptroller of the city of New York, for clothing State pupils from said city.....	1,816 33
From Comptroller of the city of New York, for board, tuition and clothing of county pupils.....	6,277 18
	<hr/>
Amount carried forward.....	\$118,338 82

Amount brought forward \$118,338 82
 From Treasurers of the following counties, for the
 support of county and clothing State pupils:

	Support of county pupils.	Clothing State pupils.	Total.
*Albany	-----	\$90 00	\$90 00
Allegany	\$287 50	-----	287 50
Cattaraugus	200 00	29 40	229 40
Cayuga	-----	30 00	30 00
Chautauqua	200 00	60 00	260 00
Chemung	200 00	90 00	290 00
Chenango	--- --	60 00	60 00
Clinton	-----	90 00	90 00
Columbia	-----	30 00	30 00
Delaware	-----	60 00	60 00
Dutchess	-----	30 00	30 00
Erie	716 66	222 50	939 16
Essex	-----	30 00	30 00
Franklin	-----	90 00	90 00
Genesee	-----	120 00	120 00
Greene	350 00	-----	350 00
Herkimer	-----	120 00	120 00
Jefferson	333 33	220 00	553 33
Kings	3,455 52	574 99	4,030 51
Lewis	-----	30 00	30 00
Madison	456 66	81 50	538 16
Monroe	325 00	238 75	563 75
Niagara	-----	90 00	90 00
Oneida	-----	180 00	180 00
Onondaga	500 00	165 00	665 00
Ontario	200 00	-----	200 00
Orange	800 00	180 00	980 00
Oswego	483 33	227 50	710 83
Queens	200 00	30 00	230 00
Rensselaer	200 00	180 00	380 00
Richmond	662 20	80 75	742 95
Rockland	200 00	-----	200 00
Saratoga	200 00	60 00	260 00
Schenectady	-----	30 00	30 00
Carried forward	\$9,970 20	\$3,520 39	\$13,490 59
			\$118,338 82

ANNUAL REPORT OF THE

	Support of county pupils.	Clothing State pupils.	Total.	
Brought forw'rd	\$9,970 20	\$3,520 39	\$13,490 59	\$118,338 82
Schoharie .....	.....	60 00	60 00	
Seneca .....	.....	90 00	90 00	
St. Lawrence ..	.....	150 00	150 00	
Steuben .....	.....	30 00	30 00	
Suffolk	326 84	328 15	654 99	
Sullivan .....	.....	87 50	87 50	
Tioga	200 00	30 00	230 00	
Ulster .....	.....	90 00	90 00	
Warren .....	.....	30 00	30 00	
Washington ...	.....	90 00	90 00	
Westchester ...	200 00	90 00	290 00	
Wyoming .....	.....	150 00	150 00	
	<u>\$10,697 04</u>	<u>\$4,746 04</u>		15,443 08

From pupils clothed by friends, for clothing furnished and cash advanced	716 01
From paying pupils for board and tuition	5,888 53
From Regents of the University, for distributive share of Literature Fund	1,397 26
From custom work in shoe shop	\$181 74
From custom work in tailor's shop	135 04
From sales of empty barrels	105 60
do of books	72 00
do of dry goods	22 68
do of grease	39 75
do of old iron	19 69
do of calves	10 50
do of pork	166 50
From difference in exchange of cows ..	26 00
	<u>779 50</u>
From borrowed money, being deficiency for 1867..	13,629 78
	<u>\$156,192 98</u>

A bequest of \$5,000 has been received from the estate of the late Madame Jumel, which has enabled the directors to reduce the mortgage debt of the institution from \$180,000 to \$175,000, the amount at which it now stands.

JOSEPH W. PATTERSON, *Treasurer.*

STATE OF NEW YORK, }
City and County of New York, } ss.

On this 5th day of February, 1868, personally appeared before me Joseph W. Patterson, treasurer of the New York Institution for the Instruction of the Deaf and Dumb, who, being by me duly sworn, did depose and say, that the foregoing accounts are true, according to the best of his knowledge and belief.

E. FRANCIS HYDE,
Notary Public City and County of New York.

{ U. S. }
5 cents.
{ R. S. }

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN—In accordance with the terms of the appointment I received at your hands, I assumed the duties of my office on the first of September last. It was not a new or untried field of labor, for I had been in your service twenty-two years as an instructor, during fifteen of which I had acted as vice-principal. All my life had, moreover, been spent in association with deaf-mutes, except the four years I was absent pursuing a collegiate education. In the annual report, therefore, which you require of the Principal, with a view to its transmission to the Legislature, and which I have the honor, herewith to submit, I am fortunately able to speak of the past and of the present with equal familiarity.

The year just closed has been memorable in several respects. We have had a greater number of pupils than ever before, or than was ever collected in any institution for the instruction of the deaf and dumb. The beginning of the year was marked by an extraordinary winter vacation, rendered necessary in order to make certain repairs and alterations called for by sanitary considerations. Being a semi-centenary year, it was distinguished by two celebrations, both occasions of great interest, the second calling together the largest assemblage of educated deaf-mutes the world has ever seen, and it was also deemed by the venerable man, who, for nearly thirty-seven years had filled the office of Principal, and under whose zealous and efficient superintendence the Institution had enjoyed so long a career of prosperity, and reached its present great capacity for usefulness, a fitting epoch for retirement from the active duties of his laborious profession.

These and other topics I propose to present in due order.

PUPILS RECEIVED AND DISMISSED.—PRESENT NUMBERS.

The number of pupils whose names appear in the catalogue given in the last year's report, was 434, of whom one has died during the year and 59 have left the Institution. By the catalogue hereunto annexed, it will be seen that the number actually belonging to the classes on the 31st day of December, 1867, is four hundred and thirty-nine. The annexed statement shows the changes of the year:

	Males.	Females.	Total.
Number of pupils returned Dec. 31, 1866,	263	171	434
Admissions of new pupils.....	31	35	66
Former pupils readmitted	2	3	5
Total in school for the year 1867	296	209	505
Left during the year, including one death, and six who remained but a short time after admission.....	40	26	66
Actual number of pupils Dec. 31, 1867..	256	183	439

Classified according to their means of support, we find 297 beneficiaries of the State of New York, 88 little children under twelve years of age supported by the counties, 25 beneficiaries of the State of New Jersey, 28 whose expenses are defrayed by their personal friends, and one supported and instructed gratuitously by the Institution.

THE WINTER VACATION.

The winter vacation, to which allusion has already been made, was prolonged some weeks beyond the period first anticipated, in order to give time for such thorough alterations as should leave nothing to be desired in the sanitary condition of the buildings. It was finally decided that it should terminate on the 31st of January, and circulars were sent, by mail, recalling the pupils from their homes, scattered over the States of New York and New Jersey. To secure greater punctuality, and save the friends of the pupils as much as possible of time and expense, arrangements were made with the railroad companies for reduced rates of fare, and two of our professors were sent, one on the Central, and the other on the Erie railroad, to meet and take charge of such pupils as should be at the points on the road most accessible to their homes. This arrangement was, in a measure, frustrated by a snow

storm which blocked up the roads, so that the number who reached the Institution by the appointed day was only 120. But the anxiety of the pupils and of their friends, not to lose any more of the precious time accorded to them for their education, soon overcame the obstacles opposed by the weather, and, within a week, we had more than three hundred in the classes. The others came soon after, so that we were, with very little delay, in complete working order. Much diligence, I am happy to say, was shown in making up for the two months of lost time, as is testified by the examination at the close of the term in June, the details and results of which have been laid before you by the examining committee.

SEMI-CENTENNIAL CELEBRATION IN JUNE.

The semi-centennial celebration, at the close of the examination, was an occasion of great interest, and while it strengthened the ties that unite the friends and officers of the institution in their work of high benevolence, I trust it also started waves of public interest and correct opinion whose influence will be felt in behalf of the Institution and of the general cause of deaf-mute education. Among the addresses made on the occasion were two of permanent value, the one containing an historical sketch of the rise and progress of the Institution, prepared and read by the esteemed President of the Board of Directors, and the other, a farewell address, delivered by the retiring Principal. This address embodies those true philosophical principles of the art of deaf-mute instruction that will continue to stand, whatever the improvements that experience may enable us to make in the details of the system, and offers counsel worthy of deep consideration and lasting remembrance on the part of all to whom is committed the solemn trust of educating the deaf and dumb for "usefulness, happiness and heaven."

THE CONVENTION OF DEAF-MUTES ON THE THREE LAST DAYS OF AUGUST.

The semi-centennial celebration, to which reference has just been made, was initiated and conducted by the Board, and was principally attended by the hearing friends of the Institution. A second celebration followed in August, which was originated and managed by the deaf and dumb themselves. Our graduates have a society formed somewhat on the model of the associations among the alumni of our colleges, which they have called, "The Empire State

Association of Deaf-Mutes." As the second biennial meeting of this association occurred in the semi-centennial year, it was made the occasion of a gathering of deaf-mutes from all parts of the country, to whom, it being vacation and most of the pupils yet absent, thus leaving hundreds of vacant beds and seats at table, the board authorized me to extend a generous hospitality during the three days on which the convention was in session. No more striking and conclusive proofs of the benefits of education to the deaf and dumb were ever presented. Four hundred of our former pupils, with more than a hundred graduates of kindred institutions, met to revive old friendships with teachers and school-mates, whom, in most cases, they had not met for years. It was an assembly of intelligent and respectable men and women of all ages, from the blooming youth of twenty to the venerable patriarch of over four score years,* men and women of that class which had been pronounced, by the wisest of the ancients, absolutely incapable of instruction, and whose lot in our own land, at a period yet within the memory of many, was one of helpless ignorance and degradation. Cut off from all the higher privileges of their race, the world was, to them, a mystery; all history, a blank; the gospel, "a sealed book," and death, a dark and fearful cloud, unilluminated by a single ray of celestial light. Now, with minds and hearts expanded under the influence of education, most of these men and women are useful citizens, happy in their domestic relations, possessed of those mental stores that make even solitude a season of healthful enjoyment to the higher types of humanity, and, above all, taught to look forward to the last great change with even a brighter and more animating hope than that which cheers their hearing fellow christians, for their hearts burn within them at the thought, that when they have passed through the dark river of death, the long locked tongue will be loosed, and the long sealed ears opened to that new song which will fill the golden streets of "the New Jerusalem."

From this convention, I doubt not, those who took part in it returned to their homes, with ideas and reminiscences that will promote the happiness of all their future lives. At this convention, the value and power of the language of signs was strikingly illustrated. By this medium, thought often flashes from mind to mind with electric rapidity, and while ten times the number of

* Laurent Clerc, the pupil of Slocard.

ideas were exchanged that could have been in the same time, by any other medium of communication, possible to the deaf, they were, in many cases, expressed with a graphic power which words cannot rival.

One of the most interesting features of this occasion was a presentation of plate to the late Principal, from many of his former pupils, who felt that they owed to his long labors in their behalf, a debt of gratitude, some part of which they took this graceful method of repaying. A fuller account of these interesting proceedings will be found in the appendix.

VISIT OF THE GRAND LODGE OF THE UNITED STATES I. O. O. F.

On the 17th of September last, the Institution was favored with a visit from one hundred and fifty-four gentlemen, representing every State in the Union, delegates to the Grand Lodge of Odd Fellows then assembled in our city. The opportunity was gladly embraced to put before this highly intelligent and influential assemblage some proofs of the success of our effects to educate the deaf and dumb, and some explanations of the true theory of deaf-mute instruction, which, we trust, may hereafter bear fruit to the advantage of this afflicted class of our fellow men who need, so much, all the aid and consideration which awakened and enlightened benevolence can extend to them. The very favorable impression made, was evinced by the return, a few days later, of two of the gentlemen, Messrs. F. A. Ellis, of Maryland, and A. H. Ransom, of Kentucky, who, in behalf of our late visitors, presented to the more advanced of those who had acted as representatives of their fellow students, beautiful copies of the Holy Bible, as tokens of the appreciation of the mental and moral culture exhibited by them individually.

VISITS FROM DISTINGUISHED INDIVIDUALS.

In this connection, I may mention that we frequently see, as visitors, men eminent in the world, by reason of rank, talents or achievements. During the last year, we had visits, among others, from General Hussein, the Bey of Tunis, a relative of the Sultan of Turkey, who came to this country to study our institutions and inventions; from Governor Musgrave of Newfoundland, and from the Rev. Newman Hall, an eminent English clergyman, known as

a fast friend to our country during our unhappy civil strife. These visits from historical personages awaken an interest in the pupils that greatly stimulates them to apply their minds with new zeal to the acquisition of knowledge.

MEETING OF THE SOCIAL SCIENCE ASSOCIATION—SIGNS VERSUS ARTICULATION.

As it was understood to be part of the programme of this association, at its meeting in this city, in November last, to discuss topics connected with deaf mute education, the Board tendered the hospitalities of the Institution to the members of the association, on such day as they might select for this purpose. The meeting was accordingly held, by appointment, in the chapel of the Institution, on Thursday, the 21st of November, and was attended by many gentlemen distinguished for science and philanthropy, including some teachers of the deaf and dumb from other institutions.

The most important topic discussed at this meeting was, the extent to which it is advisable to teach articulation in a school for deaf-mutes.

Dr. H. P. Peet, who was, on this occasion, the presiding officer of the association, read a paper on the language of signs, giving a clear idea of the elements and syntax of that beautiful and expressive mode of communication. It was not the least valuable of the many contributions made by him to the literature of deaf-mute instruction.

The next paper was by E. M. Gallaudet, the able President of the Columbia Institution for the deaf and dumb at Washington. In this paper, he gave us the results of his recent visit to the European schools, confirming, in the main, the testimony of Dr. Day and Dr. Peet, as to the conditions which rather straitly limit the success of even the most skillful and zealous teachers of articulation, though they all admitted some cases of remarkable success, and Mr. Gallaudet, in particular, had met an articulating deaf-mute who might justly be considered a prodigy.

Gardiner G. Hubbard, Esq., the President of the Board of Trustees of the new articulating school recently opened at Northampton in Massachusetts, read a paper explaining his views on the question, the fruit of reading rather than of experience, and gave an account of the progress made in that school, which evinced at least the warm zeal and diligent pains with which the experiment

is being tried. The burden of his remarks was, that signs, in the instruction of the deaf and dumb, had an injurious rather than a beneficial tendency, and which, as one of the gentlemen present afterward remarked, he would not have believed, had he been an adept in their use; while the charge that signs were crude, limited and of little worth, was disproved, in the words of Mr. Gallaudet, by the fact that every thought and turn of thought in Mr. Hubbard's paper was given by the interpreter as it was read, in perfectly intelligible signs, to the deaf-mute portion of the assembly. And when we were told that, in this new school, the pupils were not permitted to use either signs or the manual alphabet, we could not avoid the conclusion that its managers are rejecting the better and surer mode of communication, in favor of one that leaves these unfortunate children still painfully deaf and dumb, with but partial alleviation at those times when they can be face to face with a friend in full light.

A very able discussion followed, placing the matter very distinctly in its true light.

No one doubts that most deaf-mute children, even those congenitally deaf, can, if the experiment is begun sufficiently early, be taught to utter sounds that, to those accustomed to hear them, may represent words, and to distinguish some strongly marked utterances on the lips of their acquaintances. But it should be remembered, that this artificial articulation, however far it may be carried, is not speech. It is simply a set of arbitrary signs, made with the lips, it is true, but associated with no melody of sound, with no intonations, which, by their appropriateness, seem to express even more than the word itself, and with none of that mental life which the ear breathes in from the atmosphere of social intercourse. Hence, to him, this artificial articulation is useless as a medium of thought and reasoning, while its value as an instrument of communication is in most cases less than that of several other methods. It is only signs that can in any measure replace to the deaf what speech is to the hearing. I might say that they do even more; for, superior, in one respect, to speech, they are in a great measure self-interpreting. The deaf child, introduced into the society of the Institution, begins at once, as children do that hear, to catch, and that without conscious effort, the ideas current in the world around him. His mind is stimulated into action, and he begins to express thoughts of his own, and thus, in his case, action and reaction are found equal. The teachers associate freely

with him, talk with him, try to interest him at all times and on various occasions, and thus his mind is elevated by coming in contact with minds more fully developed than his own. When, then, lessons in alphabetical language are given, the teacher has already a fulcrum on which to rest his lever, and he can educate at the same time that he drills. Hence we find that instruction in language can be given on a philosophic system, by which one principle is developed after another, and by which grammar may be taught by both the methods of induction and of analysis, thus materially abridging the time when the pupil may be enabled to read intelligently.

There are two great advantages to be derived from what are called natural signs, especially after the pupil has attained a certain degree of advancement in knowledge. By their means, a teacher may give a narrative or develop a thought, and then require the pupil to express it in written language. Signs being ideological, rather than verbal, a given idea is conveyed to him, with no guide as to the choice or order of the words he shall use. Each pupil in a class will, therefore, of necessity, repeat, in different phraseology, the ideas with which the teacher has, so to speak, inspired him. He has the advantage of practice in composition, without wasting his strength in seeking thoughts as well as words. He enjoys even a better discipline than the young collegian does when translating from Latin or Greek into his mother tongue. The teacher has, by this means, a measure of his pupil's progress in the use of language, for he does not leave him to repeat himself in the set phrases he has committed to memory, nor does he give him an opportunity to omit whatever he may find difficult of expression, but he requires him to put, in some form of words, a given thought. When the pupil makes mistakes, the teacher corrects them, explains the reason for this correction, by means of signs, and thus gives him a new stand-point for further progress.

The other of these two great advantages to be derived from the use of natural signs, is that the instructor has an infallible test whereby he can tell whether his pupil understands what he reads. If he can express a given sentence clearly, in natural signs, it is the best possible proof that he comprehends its meaning. So important do I consider this mode of expression, that, so far from excluding it from the instruction of the deaf, I would introduce it, as much as possible, into schools for the hearing. So fixed

am I in this opinion, that I have put my own little son, now a little over six years of age, and in the full possession of all his senses, into a class taught by a deaf-mute teacher; and if our buildings were not now almost crowded, I would recommend that parents should send their hearing children here to get an education. In an extensive experience, I have observed that every hearing man, however well educated, that has become connected, as an instructor, with an Institution for the deaf and dumb where natural signs are used, grows intellectually. His mind is clearer, his thoughts more true, his philosophy more exact than it would be otherwise. This is confirmed by the fact that nearly every man that has, at some time, been connected with this institution as an instructor, and afterward entered upon some other profession, has become distinguished therein.

So soon as, through signs, the mind has been developed and alphabetic language has been acquired, the deaf-mute should be made to use it as much as possible. This is done by means of the manual alphabet and by writing. With the former, which any one can acquire, after a few days of practice, many deaf-mutes can spell out sentences as rapidly as an effective orator would speak in addressing a public assembly. As a matter of convenience, I would advise that all friends of deaf-mutes should acquire it, and that it should be introduced into all the common schools in the country. If, occasionally, a lesson should be recited in this manner, it would have a favorable effect upon the orthography of the class, as well as benefit it in regard to attention and order.

We had a visit, not long since, from a very intelligent young gentleman from Germany, who had had unusual opportunities for meeting, and judging the attainments of the deaf-mutes taught in the German schools, as he has a cousin in that condition. He remarked that, since he had come to this country, he had been associated with a deaf-mute gentleman educated in this Institution, being tutor to his hearing brother, and obtained from him a knowledge of the manual alphabet. With this instrument, he said he could converse much more rapidly and more agreeably, in every respect, than by articulation, that the deaf-mute taught to speak had not a pleasant utterance, did not understand readily what was said to him, and it was a great waste of time and patience to talk with him, whereas, with the manual alphabet, conversation was about as easy as with a hearing person. In a similar connection, Mr. Piroux, one of the ablest French teachers of deaf-mutes,

observed that the articulation of deaf-mutes, even when most successfully taught, is of little practical value, except as an amusement for the drawing room.*

Still, there are cases in which instruction in articulation yields not altogether too insignificant a return for the labor and time it demands. There are two classes of deaf persons to whom the value of articulation is undeniable: those who possess a remnant of hearing sufficient to give them, with more or less labor, a tolerably distinct internal sense of the words they attempt to utter, and those more numerous cases, technically called semi-mutes, who learned to speak more or less fluently before they lost their hearing. These last already possess the precious faculty of internal speech, and cases not unfrequently occur, when the hearing has been lost at an age just at the verge of that somewhat variable period at which the loss of hearing entails deaf dumbness. In such cases, zealous and judicious attention to the child's articulation may sometimes retain and advance, in the class of semi-mutes, one who, if neglected, may slide back into the class of true mutes. I do not here speak of the congenitally deaf, because, though there are rare but well authenticated cases in which deaf-mutes from birth have become able to speak intelligibly and to read on the lips with some facility, yet such cases are as wholly exceptional as Paul Morphy in chess or Zera Colburn in mental calculation, and when they are found, demand an extra amount of time, labor and devotion, which would involve at least fifteen times the cost, for instruction, that is required in the ordinary mode of education practiced in our institutions.

That some special provision should be made for these two classes has long since been fully conceded, and several of our teachers have, in past years, given time and labor to such cases. That more was not done in that way is to be ascribed mainly to a feeling that the efforts to preserve the articulation of a child which has become deaf after learning to speak a little, are best made in the family by its own parents and sisters, and in those tender years when the organs of speech are yet pliant, and the habit of speaking not yet lost by disuse. Very little can be done in this direction, at the age of twelve or fourteen, at which the bulk of our pupils used to come to us. But now that we have so

* See the very able and instructive report of Mr. Gallaudet, on the systems of deaf-mute instruction pursued in Europe, annexed to the tenth report of the Columbia Institution.

large a number of small children, many of them as young as six or seven, it seems a suitable time to renew, on a more extensive scale, and in a more systematic manner, the effort to improve the ability possessed by many of our pupils to speak and read on the lips.

Accordingly, the committee of instruction, at its meeting in September, authorized me to confer with some intelligent young man who had had a thorough medical education, with a view to his becoming a professor of articulation in the Institution. The reason for selecting a physician, rather than a non-professional man, is the great advantage arising from a knowledge of the anatomy and functions of the organs of speech. He might thus discover important principles which would make this Institution, in this respect, as it desires to be in every respect, foremost in its specialty. I would have such a man, moreover, make a study of aural surgery, for which, on account of our numbers, he would have peculiar advantages. In this way we might hope to secure alleviations of the infirmity of deafness, if not, in some cases, an absolute restoration of hearing, while, by investigating the causes of this calamity and the physical condition of the deaf and dumb, he might be able to reduce the means of restoration to a system that might materially diminish, in time to come, the proportion of deaf-mutes among the afflicted of mankind. I have taken steps in the direction indicated by the committee, but have not yet succeeded in finding a man qualified for this important post. Should we be so fortunate as to secure the services of a man that would devote himself to this work with the zeal and talent that made the name of Itard illustrious, we should be more than compensated for the delay. Perhaps these very words may fall under the eye of some such man, and turn his thoughts to this particular field. Meanwhile, feeling that this matter is too important to be neglected, I have appointed O. W. Morris, A. M., the most experienced of our professors, and who has paid considerable attention to this subject, instructor *ad interim* in artificial speech and reading on the lips; and from his systematic and enthusiastic efforts in this direction, I augur as much success as is practicable in the present state of this interesting experiment.

ATTEMPTS AT PROGRESS.

While I regard the general principles on which our system of instruction is founded, as being based on true philosophical principles, and hence likely to endure, still there is room for such

improvement in many of the details as may afford full employment for the more active and inventive minds among teachers. It has been with me, during many years, a labor of love to develop and improve our dialect of the sign language, especially in the invention of convenient and graceful signs for many words, which differing from others by slight shades of meaning, need such signs to individualize them to our pupils.

And in my search for the best modes of communication, I have been led to invent, I might almost say discover, a novel kind of alphabet, by means of which an order or important piece of advice or information can be communicated, letter by letter, to a deaf-mute, or even simultaneously to a whole company of deaf-mutes, strange as it may seem, in the dark, or even through a board partition. This alphabet is formed by means of taps on a common drum, the taps representing the letters, in the same way in which the dots and strokes of Morse's telegraphic alphabet do; so that a person able to forward telegrams by that system, will soon be able to converse by this new alphabet, and *vice versa*. While the majority of the deaf and dumb are as utterly insensible to most musical instruments as they are to the human voice, all of them are sensitive, at a moderate distance, to the distinct taps of a drum. The seat of sensation seems to be the diaphragm, or perhaps the immediate region of what is called the sympathetic nerve. A lively writer, after seeing one of our exhibitions, and inquiring of the pupils the character of their sensations, described it as hearing with the stomach.

Though, as yet, used merely as a matter of curious amusement, cases can easily be imagined in which such an alphabet may have a decided practical value, as, for instance, in giving communications under circumstances wherein the eye would not be available.

FANWOOD LITERARY ASSOCIATION.

I should fail to do justice to our pupils, were I to omit allusion to the society they have formed among themselves under the above title, and which is now in the full vigor of successful operation. Once in three weeks, the Saturday evening is set apart for a debate in signs; the next week it is devoted to a literary or scientific lecture, and the third week to social reunions and intellectual games, such as draughts and chess, in the latter of which, especially, some of them excel. The programme thus affords an agreeable and healthful variety, and the association

exercises a very favorable influence on the intellectual tone of the institution. Of the questions debated by our pupils, the following are fair specimens: "Which is most likely to secure success in life, ambition, or a single desire to do one's duty?" This was decided, by a large majority, in favor of the latter. "Which sex exercises the greater influence on the well being of society?" This was decided, by a considerable majority, in favor of the female sex. How could such debates be possible in an articulating school, where labial signs only could be used, and where, in the excitement of the moment, even if he had the knowledge of language implied, the articulator might turn his lips at an angle that would make his simulated words invisible to the keenest eyes.

HEALTH.

Referring to the report of the physician for details, I may well congratulate the board on the favorable sanitary record of the year. Our buildings, so far as cleanliness, ventilation, and an abundant supply of pure water are concerned, will compare favorably with any institution in the land.

Among more than four hundred pupils, many of them with constitutions impaired by the disease that destroyed the sense of hearing, there has been but little sickness, and only one death, that of a little boy of eleven years, from Brooklyn, who died of apoplexy of the lungs, after an illness of only two days.

FUNERAL CEREMONIES.

In all cases of death in the institution, funeral ceremonies are conducted before all the pupils, and in their own language of signs. These dispensations are thus improved to impress the very youngest and least advanced of our pupils with the salutary thought of man's mortality, entire dependence on his creator, and need of a saviour, to whom love and obedience are due. In the presence of death, such lessons sink deeper in the heart and oftener bear wholesome fruit.

DENTISTRY.

It is my pleasing duty to tender again, on behalf of many of our pupils, their warm thanks for the valuable services in dentistry of Dr. A. W. Brown of No. 3 Great Jones street. From time to time, this gentleman has, for a number of years past, placed at the service of such of our pupils as we could send to him, twice in the

week, his rare skill and experience in dentistry, with no other reward than the pleasure of doing good to the unfortunate. Lately, however, much to our regret, the doctor has been obliged to discontinue an arrangement so agreeable to us and so honorable to himself, and I have, by direction of the board, engaged Dr. R. G. Reynolds of 111 Fourth avenue, to spend two entire days each week at the institution. All examining, extracting and cleaning, he does gratuitously; the filling with gold or cement, at half the usual prices. This extra work is charged to parents where practicable. To the very poor it is given as a gratuity by the Institution. Attention to the teeth is peculiarly important at the time of life at which most of our pupils have arrived. Judicious care between the ages of twelve and twenty, more than at any other time, may save future suffering, and preserve an apparatus so essential to health, comfort and an agreeable presence.

INTELLECTUAL DEPARTMENT.—CHANGES.

The changes in this department continue to be more frequent than is desirable, but I am happy to say that there have been valuable accessions of teachers as well as losses which we regret. One of our deaf-mute teachers, Mr. William Brennan, left us last fall, having been invited to a similar situation in the State Institution of Michigan. The institution also loses the services of Mrs. Mary T. Peet, on account of increased family cares. Mr. Thomas B. W. Berry, whose accession to the corps of instructors was mentioned in last year's report, has just left us, his motive being a desire to complete his education, with a view to fitting himself for the christian ministry.

To gain time for directing the studies of the several classes, as well as for the other important duties devolving on the principal, I have, in the instruction of the High Class, been obliged to avail myself of the assistance of two of our resident instructors, one of them a graduate of the High Class, perfectly familiar with the curriculum of studies, and the other a hearing gentleman of liberal education and æsthetic culture. In the division of labor between these two gentlemen, one conducts all lectures and recitations requiring expertness in the use of signs, and the other, those in which the instruction is given by means of writing and the manual alphabet.

To enable us to fill the vacancies thus created, and provide for additional numbers, five new teachers have been engaged.

Of these, Mr. James R. Campbell, a graduate of Williams College and of Princeton Theological Seminary, is a native of India, where his father was a missionary, a fitting parentage for one whose vocation it is to teach little heathen in a christian community, as deaf-mute children have been appropriately designated. I am happy to say that he has displayed commendable zeal in mastering the language of signs and the peculiar processes of instruction.

Mr. Willis G. Hubbard, a distinguished graduate of the institution, has received a temporary appointment as a teacher, while waiting an expected opening at the west. Mr. Hubbard is familiar with signs and with the best processes in use in our institution. He is, also, a thorough master of the English language. In the ability to command, in cases of emergency, the services of such men as temporary teachers, the institution and the State get a valuable consideration for the maintenance of the High Class.

Frank G. Elliot, a youth of fifteen, of excellent English education, and very capable for his years, has been appointed a teacher in one of the younger classes. His appointment is an experiment to test the plan that has been successfully followed in England, of taking youths in their teens, and training them up for teachers, their services, as in the case of other apprentices, being considered as an equivalent for their board and training.

Lastly, we have just made what I hope may prove a valuable addition to our corps of hearing professors, in the appointment of Mr. Weston Jenkins, late of Williams College, a young man of talent and thorough education, who has only just come among us, but who has given evidence of much facility in the acquisition of the language of the deaf and dumb.

DOMESTIC DEPARTMENT.

The officers in this department are a steward, an assistant steward, a visiting physician, a matron, an assistant matron, a night matron, a nurse, a housekeeper, and a teacher of sewing, all under the general direction of the Principal. The result of their combined effort has, in the main, been very satisfactory. The house has been kept clean and in excellent order. The pupils have been well cared for in respect to cleanliness, clothing, comfort, diet and health. The purchases have been judiciously made, and the accounts have been carefully and exactly kept. In this connection, I would express my sense of personal obligation to the Executive Committee, whose careful inspection of the manner in

which all these details have been executed, have greatly contributed to keep up a sense of responsibility on the part of all whose duties have come under their cognizance.

The economy which has been studied is not that short-sighted economy that looks merely to the saving of money, but the wise economy which, making the health, comfort, improvement and happiness of our pupils the paramount object, saves in the first place, by procuring only supplies of the best quality, so that there need be no waste, and by buying at first hands, thus saving the profits of retail dealers; in the second place, by securing the services of individuals competent to cook the food, so that it shall be wholesome and palatable, or to make up the clothing in a durable manner; and, in the third place, by order and method in all things. Growing youth of both sexes, whose frames are taking their final development, and whose brains are kept in a constant state of activity, need comfortable shelter and clothing, and a simple and wholesome, but generous diet, with a due proportion of the best animal food.

A considerable saving is realized, in this department, by keeping our own cows, with, of course, such a number of pigs as to consume all the wash and refuse of the kitchen, to which I think the systematic raising of poultry on a large scale might be added with great advantage. Much manure is thus made for the farm and kitchen garden, which, extending over fifteen or twenty acres, serve the double purpose of providing our own tables with fresh, wholesome vegetables in their season, and of giving practice in the best methods of horticulture, to a number of our larger boys.

The labor, expense and anxiety connected with this department have been considerably enhanced by the policy which has obtained, of having the principal, the instructors, and nearly all the other employees, making a total of eighty-one in number, reside in the building. A saving, however, is by this means effected in the salaries paid, and there is a direct advantage resulting from having these persons constantly on the ground, ready to co-operate in any way that may be necessary for the good of the pupils.

I am sorry to be obliged to add that Mrs. Hotchkiss, the lady who, for more than two years past has, with such uniform courtesy, kindness and efficiency, discharged the arduous and responsible duties of matron-in-chief of the institution, having tendered you her resignation, now waits only till her successor can be selected. In her retirement, she will be followed by many good wishes, and

leave behind her many pleasant memories. I hope we may find another lady equally well qualified for the place.

BUILDINGS AND REPAIRS.

The wash-house which was built last summer, by order of the Board, after plans furnished by our steward, Mr. Brainerd, and which I observe, in passing, was put up, in great part, by the labor of those of our boys who are learning the cabinet-maker's and carpenter's trade, has proved a very useful addition to our establishment, and a great comfort in the relief it gives from the odors arising from having the laundry, as it was last year, in rooms directly under the school-house.

The transformation of the northern wing of the Mansion House into a hospital is another important improvement. Here, the more serious cases of illness, especially those of an infectious or contagious character, can be removed, thus securing the two very important advantages, of greater quiet and purer air to the sick, and of exemption from exposure, to the well.

The three boilers, which belonged to our great steam-heating apparatus, having begun to fail after several years of hard service, were replaced last summer by two tubular ones constructed by Secor & Co., and I have, at last, the satisfaction to state, that after considerable recent trouble in rearranging the flues, on account of want of sufficient draft, they are now working very well, supplying as much power as the old ones, at less expense of fuel. In order, however, to have a reserve of force, applicable to the coldest weather, and to the thorough heating of our rear halls, we ought to have a third boiler.

MECHANICAL DEPARTMENT.

Under this head, I am sorry to say that I can but repeat the remark of my predecessor, that we do the best we can with such very insufficient shop rooms as we have. The importance of the mechanical department in an institution like ours, can hardly be overstated. Our pupils, if they are to acquire an education of any value, must, for the most part, remain with us during those years, which, while they are the best for thorough and permanent intellectual culture, and the formation of moral and religious character, are also the best, by far, for the acquisition of that readiness in handling tools, that practical knowledge of materials and of the processes of fabrication, and those steady habits of industry, with-

out which, most of our pupils, would return to their families at the close of their term of instruction, with cultivated minds indeed, but little qualified, to support themselves, as most of them must, by their own labor. In proportion as the teaching of trades is neglected, do we painfully increase the chances that some of our pupils may prove burdens, instead of helps, to their friends, or even relapse into vagabondage. In proportion as this department is well appointed and efficient, do we promote the great result aimed at by all our efforts in behalf of deaf-mute education, the giving to society, to their families and to themselves, intelligent, industrious and useful men and women.

Indeed, it may be considered a grave question whether we ought to collect the indigent deaf and dumb in the institution at all, their religious instruction aside, if we cannot, at the proper age, accustom them to work, and give them facilities for acquiring skill in the use of tools. Certainly, if we cannot do that, we ought to dismiss them, however imperfectly educated, in time to learn trades in the usual course of apprenticeship, or to acquire, on their paternal farms, the skill and muscle necessary to a successful farmer. Yet it is well known that few master mechanics are willing to take deaf-mute apprentices, a fact which strengthens the argument for giving our pupils such instruction here.

On account of considerations like these, I submit that the State would be a gainer by appropriating the sum necessary to build the range of shops, for which we have been waiting and suffering these eleven years, a sum, I would estimate at ten thousand dollars. Such an appropriation will enable us, not only to find mechanical instruction, during the allotted hours, for all our boys who are of suitable age, but also to add to our present too restricted list of trades, some that are more attractive to the more intelligent among our pupils, such as book-binding, printing and wood engraving, all of which we have successfully practised in former years, and to all of which the Institution itself could furnish much work.

When this is accomplished, no longer looking back with regret, to the ample accommodations of our mechanical department at our old home in Fiftieth street, we shall feel that the usefulness of the Institution has received a new and vigorous impulse, and been established on a firmer basis.

STATISTICS.

It was not till the last summer that the statistics of the deaf and dumb, collected from the schedule of the state census of 1865, became accessible to us. On an examination of these returns, we find that they show the same liabilities to error that were pointed out in the reports of my predecessor—errors common, in a greater or less degree, to every enumeration yet made of the deaf-mute population of any extensive district or country, where the details have to be gathered by the separate action of many agents, who in general are of very unequal qualifications for the work of taking an accurate census. Hence the conclusions of the last, as of all former enumerations, have to be received with caution, and much rational deduction is necessary to enable us to make an estimate of the probable amount of errors.

Yet I am happy to say, that the state census for 1865, as regards the afflicted classes, the deaf and dumb, the blind, the insane, and the idiotic, appears to be the most valuable and accurate ever yet made. As relates to the deaf and dumb, in particular, a careful examination of the returns has evinced that they possess a value and importance that commend them to general attention. I propose, therefore, to examine them quite fully, and to reproduce the more important of the tables, modified so as to present the facts in such lights and relations as may favor comparison with other enumerations, and facilitate the deduction of general laws.

The superior value of the census of 1865, as respects the four classes named above, is due to the fact that (following, as I believe, a suggestion made at the time by my honored predecessor in office) the facts specially relating to those classes were recorded in a separate schedule or table, instead of being left to hasty entries made in the last column of the general schedules, in which it often happened that the entry was inadvertently made against the wrong name. By thus recording these four exceptional classes in a special table, both greater accuracy was favored, and room was gained for many more particulars than could possibly have been inserted in the general schedules.

The whole number of deaf-mutes returned was 1,600, namely 876 males and 724 females. Their distribution among the counties of the state is shown in the annexed table:

TABLE I.

COUNTIES.	NUMBER OF DEAF-MUTES.			Corrected Number.
	Males.	Females.	Total.	
Albany	13	10	23	31
Allegany	8	6	14	14
Broome	6	3	9	11
Cattaraugus	7	10	17	20
Cayuga	13	11	24	28
Chautauqua	11	5	16	18
Chemung	7	6	13	16
Chenango	11	11	22	23
Clinton	7	4	11	17
Columbia	6	8	14	17
Cortland	2	2	4	5
Delaware	6	6	12	15
Dutchess	14	21	35	40
Erie	20	24	44	52
Essex	1	3	4	5
Franklin	12	9	21	23
Fulton	5	4	9	10
Genesee	5	8	13	17
Greene	4	5	9	9
Hamilton .....	..	1	1	1
Herkimer	13	15	28	32
Jefferson	14	16	30	40
Kings	31	22	53	82
Lewis	4	10	14	14
Livingston	10	8	18	20
Madison	13	11	24	26
Monroe	19	12	31	40
Montgomery	11	7	18	20
New York	286	217	503	241
Niagara	11	7	18	20
Oneida	21	30	51	59
Onondaga	16	13	29	37
Ontario	20	14	34	37
Orange	24	12	36	47
Orleans	4	2	6	7
Oswego	24	21	45	54
Otsego	12	12	24	25
Putnam	3	2	5	5

COUNTIES.	NUMBER OF DEAF-MUTES.			Corrected Number.
	Males.	Females.	Total.	
Queens	7	4	11	16
Rensselaer	10	5	15	23
Richmond	3	2	5	8
Rockland	7	3	10	13
St. Lawrence	13	11	24	30
Saratoga	8	12	20	23
Schenectady	6	5	11	12
Schoharie	13	12	25	26
Schuyler	2	3	5	6
Seneca	3	2	5	5
Steuben	13	11	24	26
Suffolk	7	7	14	17
Sullivan	5	3	8	10
Tioga	7	2	9	11
Tompkins	1	2	3	4
Ulster	17	8	25	29
Warren	10	2	12	13
Washington	14	11	25	28
Wayne	15	14	29	36
Westchester	15	9	24	32
Wyoming	4	5	9	13
Yates	2	3	5	5
Total	876	724	1,600	1,564

In the last column, the numbers for each county are corrected by referring pupils in school at the time the census was taken to their respective counties, and as 36 of the number were from other states or foreign countries, the total is diminished by that number.

The annexed tables, marked II and III, copied from the Forty-fourth Report of our institution, adding the numbers for 1865, gives a view of the number of deaf-mutes returned for each county in the State, at seven different enumerations from 1830 to 1865, (the returns for 1855 not being at hand when that table was made,) corrected in each case by restoring pupils in school at the time to their respective counties, and of the proportions of deaf-mutes in each section of the State in 1835, 1850, 1860 and 1865.

TABLE II.

NUMBER OF DEAF-MUTES RETURNED IN

COUNTIES.	1830.	1835.	1840.	1845.	1850.	1860.	1865.
New York.....	65	67	115	119	129	258	243
Kings .....	..	9	9	17	39	69	82
Total.....	65	76	124	136	168	327	325

South-eastern Counties, except New York and Kings.

Richmond	1	1	2	1	6	15	8
Queens	7	15	12	12	15	23	16
Suffolk	19	24	22	14	15	9	17
Westchester.....	25	9	31	14	16	35	32
Putnam.....	4	6	1	4	5	7	5
Dutchess	23	19	10	10	13	10	40
Columbia	22	18	20	18	20	17	17
Rockland	4	5	18	5	11	10	13
Orange	25	30	23	18	14	29	47
Ulster	26	30	23	23	23	32	29
Greene	14	13	15	15	14	14	9
Sullivan	4	2	3	3	6	10	10
Total ...	174	172	180	137	158	211	243

Central Eastern Counties.

Rensselaer	18	25	23	19	21	31	23
Albany	36	40	22	42	37	37	31*
Schoharie	22	11	11	16	20	17	26
Schenectady .....	..	17	7	14	10	4	12
Otsego	31	35	39	24	27	31	25
Delaware	20	23	20	16	16	18	15
Total.....	127	151	122	131	131	138	132

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North-eastern Counties.

COUNTIES.	NUMBER OF DEAF-MUTES RETURNED IN						
	1830.	1835.	1840.	1845.	1850.	1860.	1865.
Washington	30	22	15	24	20	30	28
Saratoga	18	16	25	15	20	20	23
Warren	12	7	3	5	6	8	13
Essex	6	7	11	13	9	7	5
Clinton	15	18	14	6	19	20	17
Franklin	9	11	6	15	19	23	23
Montgomery	55	50	35	43	33	28	20
Fulton			10	12	18	8	10
Hamilton	1	2	2	2	2	1	1
Herkimer	23	15	47	16	29	18	32
St. Lawrence	8	20	29	27	28	48	30
Total	177	168	197	178	203	211	202

Northern Central Counties.

Jefferson	21	41	30	30	46	43	40
Lewis	8	5	10	11	6	15	14
Oswego	13	20	21	28	50	47	54
Oneida	25	37	31	35	40	45	59
Onondaga	28	28	30	23	29	38	37
Madison	24	17	16	26	27	30	26
Cayuga	29	20	18	23	29	18	28
Total	148	168	156	176	227	236	258

Southern Central Counties.

Chemung	4	6	2	8	6	18	16
Tioga		3	12	13	9	9	11
Broome	11	12	13	13	19	17	11
Tompkins	9	19	12	15	14	11	4
Cortland	15	13	3	8	5	5	5
Chenango	7	20	10	23	14	18	23
Total	46	73	52	80	67	78	70

Western Counties.

COUNTIES.	NUMBER OF DEAF-MUTES RETURNED IN						
	1830.	1835.	1840.	1845.	1850.	1860.	1865.
Wayne	20	44	39	35	33	41	36
Monroe	25	27	30	30	41	32	40
Orleans	1	9	10	7	15	13	7
Niagara	8	8	13	8	14	16	20
Seneca	6	5	7	3	5	2	5
Ontario	13	9	16	14	22	40	37
Yates	2	14	12	10	6	6	5
Livingston	10	12	13	18	26	24	18
Genesee	31	32	37	13	15	17	17
Wyoming				9	13	22	13
Erie	5	12	19	18	21	51	52
Chautauqua	10	17	17	13	24	23	18
Cattaraugus	20	20	21	15	21	26	20
Allegany	8	24	9	18	18	8	14
Steuben	9	23	22	24	25	24	26
Schuyler*						4	6
Total	168	256	265	235	299	349	334

Recapitulation.

	NUMBER OF DEAF-MUTES RETURNED IN						
	1830.	1835.	1840.	1845.	1850.	1860.	1865.
New York & Kings	65	76	124	136	168	327	325
South-eastern	174	172	180	137	158	211	243
Central eastern....	127	151	122	131	131	138	132
North-eastern	177	168	197	178	203	211	202
North central	148	168	156	176	227	236	258
South central	46	73	52	80	67	78	70
Western	168	256	265	235	299	349	334
Total	905	1,064	1,096	1,073	1,253	1,550	1,564
Proportion, 1 deaf-							
mute to	2,120	2,041	2,216	2,427	2,472	2,500	2,447

* Schuyler was chiefly taken from Steuben, but partly from Chemung and Tompkins.

† Exclusive of pupils in the New York Institution from beyond the limits of the State.

TABLE III.

Proportion to Population.

COUNTIES.		1835.	1850.	1860.	1865.
New York & Kings, 1 deaf-mute to		3,949	3,895	3,342	3,210
South-eastern,	do	1,986	2,880	2,743	2,412
Central eastern,	do	1,620	2,356	2,517	2,638
North-eastern,	do	1,607	1,799	1,925	1,973
North central,	do	2,005	1,933	1,990	1,831
South central,	do	2,152	2,814	2,440	2,745
Western,	do	2,036	2,294	2,280	2,400

From these tables, it appears, (to repeat the comments in the Forty-fourth Report), that there has been returned, at each successive census, an increasing proportion of deaf-mutes from the two Metropolitan counties of New York and Kings, and a diminishing proportion from the rest of the State, taking it altogether. The proportion returned from those two counties, however, after restoring pupils in school to their counties, continues to be much smaller than in any other considerable section of the State. This is, probably, not because there really are fewer deaf-mutes in proportion to population in the great cities, but because the returns from the cities are almost always less full and accurate than those from smaller towns and country districts.

At the time the census of 1865 was taken, we had 125 pupils in the Institution, from the counties of New York and Kings, to 197 from all the rest of the State, (the other 36 being from abroad.) Thus these two counties, having but little more than one-fourth of the population of the State, furnish nearly two-fifths of the pupils of the Institution. While this may be ascribed, in some part, to their vicinity to the institution, making it easier for parents to send their children, still it is evident that counties that send us as many as 25 pupils ought to have many more than 200 deaf-mutes at home, if the counties that send us 197 pupils have 1,032 at home.

And this observation leads me to speak of the inaccuracies already referred to, as lessening, more or less, the value of every enumeration of the deaf and dumb yet made.

The first, already stated, is the liability of the enumerator in cities, in the hurry of collecting information, from door to door, among a dense population, mostly strangers to him, to omit about

half the deaf and dumb. In the country, the enumerator is usually acquainted with the people of his district, so far as to be much less liable to overlook the deaf-mutes. Still, I have no doubt, many are omitted in all parts of the State. This was conclusively shown by my predecessor, by comparison of a list of names from the census with our lists of pupils received and dismissed, but as I have not been able to obtain a list of names of deaf-mutes in the State, from the census of 1865, I can add nothing new on that point.

Another source of inaccuracy, in former enumerations, writing the words "deaf and dumb" on the wrong line, has, probably, been obviated in taking the census of 1865, by the expedient of entering the names of the deaf-mutes in a separate list.

There is another source of error, common to all enumerations of the deaf and dumb ever made, the liability to overlook a large proportion of the deaf-mute children under ten years of age.

First, it is difficult, if not impossible, in many cases, to ascertain, before they reach the age of two, sometimes even of three, whether they are deaf and will be dumb; *secondly*, many children who are born with the faculty of hearing become deaf, and consequently dumb, in infancy or childhood; and *lastly*, many parents of deaf children seem unwilling to speak of the infirmity of their children, or to admit that they will be deaf and dumb, and the enumerator is more apt to be ignorant of the case, or to forget to make inquiries in the case of a small child. From these causes, the pretty uniform result has been that a census of the deaf and dumb, in any country, shows only about half as large a proportion of deaf-mutes among the children, under ten years, as among the population above that age. In this respect, the census of 1865 does not differ materially from its predecessors. It returns only 28 deaf-mutes under five years, and 144 between five and ten, whereas, the number returned of the age of ten to fifteen, is 245, and of fifteen to twenty, 271. These latter numbers may, indeed, have been increased by returning, in some cases, the same name twice, once at school and again from their homes. Still, it is evident, if we would form a just estimate of the proportions of children who are or will become deaf-mutes, and hence will need the privileges of a special institution for their education, we must more than double the numbers returned as under the age of ten.

I have indicated the sources of error that tend to diminish the number returned. There are others that tend to increase it. One

is the occasional return as "dumb" of some child or adult that in fact was not a deaf-mute, but an *idiot*, dumb from mental defect. Another cause, just alluded to, is the occasional return of the same name twice. The pupils of the institution are all in school at the time (June 1st) to which the census returns refer, and are all returned by the enumerator who visits the school. A few weeks later, they are nearly all at home, and in some cases are returned again by the enumerator who calls at their homes. In this way, under the national census of 1860, eighty of our pupils were returned twice. How many were twice returned under the State census for 1865, I cannot ascertain, as I have not the list of names returned. The proportion of deaf-mutes returned under the age of ten years, to the whole population of the same age, is only one in 5,500; the proportion in the population between ten and twenty, taking the returns as they stand, is as high as one in 1,500, and in the population of the ages of twenty years and over, we find a proportion of one deaf-mute to 2,300 souls. A proportion only equal to that found in the population over twenty years, applied to the population between ten and twenty, would give only 336 deaf-mutes, instead of the returned number, 516. Of this difference, not quite 36 is accounted for by the return of deaf-mute pupils in the Institution from abroad (some of these being over twenty years), and probably, of the remainder, as much as one half were names returned twice. These allowances will leave the actual number of deaf-mutes belonging to our State, between the ages of ten and twenty, a little over four hundred, or about one deaf-mute in 1,900 souls, the general population of that age being 773,615. All these allowances still leave the population of deaf-mutes between the ages of ten and twenty considerably larger than that of those over twenty years of age, because a large part of those of the former age, being collected into the Institution, are sure to be returned, whereas, when at home, many of them escape the notice of the enumerators.

There remains to be signalized one feature of the returns that might lead to error in our deductions. Quite a number of old people, who had become deaf after adult age, are included in the census. This was indeed the case in former enumerations, and that fact, from the absence of any data as to the age at which such persons became deaf, led to much perplexity, and materially diminished the statistical value of the returns. If we exclude all who are returned as only "deaf," we exclude many who ought to

be included in our calculations. Now, in this census, for the first time, we have, in the census of a large and populous State, a statement of the ages at which hearing was lost. Proposing to return to this subject presently, I here only note that 124 persons included in the returns were reported as having become deaf after the age of twenty, and forty-six others at unknown ages, most of whom probably also became deaf at adult age. There should, then, be deducted from the number of adult deaf-mutes, if not 170, at least 160 who had become deaf after the age of twenty, seven of whom are described as deaf from old age. These last included, there are twenty-three given in the returns, and allowing a due proportion of those who became deaf at unknown ages, probably more than thirty in all who became deaf after the age of fifty. While this statement of the number of persons who became deaf in advanced life, if at all approaching completeness, is interesting as a part of vital statistics, it has nothing to do with our calculations of the number of deaf-mutes who are suitable candidates for admission into our institutions, and would greatly mislead us if we were to use such returns in estimating the comparative longevity of the deaf and dumb.

Deducting this number of 160 from the number returned as over the age of twenty, there remains, of that age, 924 deaf-mutes returned from the State. In this number the few returned twice, (as most of these duplicate returns were of those under twenty), and those who were not deaf-mutes but idiots, will, probably, balance each other. A comparison of this number, with the 400 or 405 assumed as about the true number returned between the age of ten and twenty, gives the following result :

Between the ages of ten and twenty, deaf-mutes about 405; proportion one in 1,900.

Of the age of twenty and over, deaf-mutes 924; proportion one in 2,270.

The smaller proportion of adult deaf-mutes is to be ascribed mainly to the greater number of omissions. In some measure, however, it may be taken to indicate that the longevity of the deaf and dumb is hardly as great as that of the general population.

To estimate the probable number of omissions of adult deaf-mutes, the fact is to be borne in mind that the returns from cities, as I have already explained, are apt to be much more deficient than those from country districts. It is to be regretted that we have no statement of the numbers of deaf-mutes in cities, under

the last census, except where, as in New York and nearly so in Kings, the city embraces the whole population of the county. But taking the counties that embrace the five largest cities of the State, next after New York and Brooklyn, we have the following result: (The numbers of deaf-mutes are here corrected by restoring pupils in school to their respective counties.)

Counties.	Population.	Deaf-Mutes.
Albany	115,504	31
Erie	155,773	52
Monroe	104,235	40
Rensselaer	88,210	23
Onondaga	92,792	37
	<u>556,694</u>	<u>183</u>

The proportion in these five populous counties is only one in 3,042.

A similar result is presented by the three densely populated counties, which, lying nearest to New York and Kings, may be said to form continuous suburbs of the two great cities.

Counties.	Population.	Deaf-Mutes.		
Westchester	101,197	32		
Queens	57,997	16		
Richmond	28,209	8		
	<u>187,403</u>	<u>56</u>	proportion	1 in 3,350
Add the five counties above	556,694	183	do	1 in 3,042
And N. York & Kings,	1,037,210	323	do	1 in 3,210
	<u>1,781,307</u>	<u>562</u>	do	1 in 3,170
The remainder of the State	2,050,470	1,002	do	1 in 2,050
	<u>2,050,470</u>	<u>1,002</u>		

Here we see that, while the seven largest cities and the densely populated districts immediately around them return (restoring to each, those in schools) only one deaf-mute to 3,170 souls, the remainder of the State returns one deaf-mute to 2,050 souls.

There is every reason to believe that this difference is wholly to be ascribed to the greater inaccuracy of the returns from cities and densely populated districts. The counties just enumerated

had, in the Institution in January 1865, the following number of pupils :

Albany	8
Erie	8
Monroe	9
Rensselaer	8
Onondaga	8
New York	96
Kings	29
Westchester	8
Queens	5
Richmond	3

Pupils from these ten counties..... 182

From all the other counties of the State..... 140

Thus we see that these ten counties, returning 380 deaf-mutes at home, had 182 in the Institution, while the other 50 counties, returning 862 deaf-mutes at home, had 140 in the Institution. Of this great and striking difference, only a small part can be ascribed to the greater readiness of parents in cities to send their children to school ; another part is, doubtless, due to there having been a greater number of repetitions, and of returns of old people only deaf or hard of hearing, from the fifty counties than from the ten ; but after making all allowances, we can hardly assign a less proportion of deaf-mutes to a population of 1,781,000 that sent us 182 pupils, than to a population of 2,050,000 that sent us only 140.

Summing up from the best data at my command, I make the following estimates for the correction of the returned numbers:

First, we must deduct the 36 pupils in the Institution, in the beginning of 1865, from abroad.

Second, 74 may be allowed as a probable estimate, judging from former experience, of the names returned twice.

Third, 160 for people who became deaf in adult years.

On the other hand, we must add;

First, for omissions in cities and their suburbs, such a number as to make the proportion as great as in the rest of the State, at least 300.

Second, for omissions of deaf-mute children under ten, such a number as will make the proportion among them about equal to the average; that is to say, there are, in the State, 953,000 children

under the age of ten. Applying so small a proportion as 1 in 2,000 to this number will give 476 who are or are destined to be deaf-mutes, instead of the returned number, 172.

Number of deaf-mutes returned	1,600
Deduct pupils from abroad	36
Those who became deaf in mature age	160
Those returned twice (estimated)	74
	<hr/> 270
To the remainder	1,330
Add omissions in the cities and their suburbs	300
omissions of those under ten years of age	304
general estimate of omissions of adults in other parts of the State	166
	<hr/>
Probable number of deaf-mutes in the State, not less than ..	<u>2,100</u>

This last estimate of omissions in the other parts of the State is a very low one for fifty counties, since we have made it probable there are nearly twice as many in ten counties, but I wish to be entirely on the safe side. I have not taken into this estimate the omissions in the returns from the foreign population. That population is scattered all over the State, but is found in greatest numbers in the ten counties signalized for the inaccuracy of their returns; and doubtless the difficulty of collecting information from them is one cause of the deficiency in the returns from those counties. To this I shall again refer.

Assuming this number of 2,100 as being the nearest we can come, from the data before us, to the true number of deaf-mutes in the State, it will give a general proportion of about one deaf-mute in 1,800 souls. Applying this number to the number of children in the State who annually reach the age of twelve, which, in 1865, was not far from eighty-two thousand, we should have, on an average, forty-five to fifty deaf-mutes in the State now, (a number annually increasing with the increase of population) who annually reach the age of admission into the institution; to which are to be added an average of five or six from abroad. This number—fifty to fifty-five—would represent our average annual accession of pupils, had our limit of admission remained at twelve years, which number of admissions, if they remain on an average eight years, would give 400 to 440 pupils. But the large number of small children sent us by the counties upsets this calculation,

and considerably increases the number of pupils we have to provide for. That number is already 439, and will probably increase to 500 within a few years—a prospect that ought to urge us to renewed zeal in providing accommodations, especially for the mechanical department, and in selecting teachers to be trained up.

Returning to the census returns, I observe that the age at which hearing was lost is stated, in 314 cases, as under five years; in 102, as between five and ten, and in 50, as between ten and twenty. Eighty-six other cases are stated as occurring in infancy or youth, making in all 522 who had become deaf *before*, to 170 who became deaf after the age of twenty; that is, if we assume *all* who became deaf at an unknown age to be in the latter category. I have elsewhere assumed these numbers to be 532 and 160.

The number of cases reported as deaf from birth is 878, including two whose deafness was ascribed to maternal anxiety before birth; and those whose deafness is acquired after birth numbered 722. From this number, however, should be deducted the number (160) assumed to represent those who became deaf in mature life, leaving among the proper deaf and dumb of our State, only 562 cases of accidental, to 878 of congenital deaf-dumbness. This is a larger proportion of congenital cases than has usually been found in our country, though a much less proportion than prevails in most European countries. It was stated in one of our former reports,* that in Europe generally the chances of the birth of a deaf-mute child are more than twice as great as in the United States, or 615 in a million there, against 278 in a million here; but the chances of the loss of hearing after birth are in Europe generally much less than in the United States, to wit, 154 in a million there, and 222 in a million here. I may add that the proportion of cases of accidental deafness, as shown by the statistics of their pupils as put forth by most of our institutions, seems to be diminishing, while there is no reason to believe that the proportion of congenital deaf-mutes to the population has materially increased.

The cause, or one of the causes, of the greater liability of American children to accidental deafness may, perhaps, be found in the variable character of our climate; another cause may be idiosyncrasy of race, as our European returns are chiefly from the Celtic and Latin populations. For our less liability to congenital deaf-dumbness, several plausible causes may be assigned:

* Thirty-fifth Report, page 59, (Albany edition.)

under the age of ten. Applying so small a proportion as 1 in 2,000 to this number will give 476 who are or are destined to be deaf-mutes, instead of the returned number, 172.

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	<hr/>
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* Thirty-fifth Report, page 59, (Albany edition.)

1. The idiosyncrasy of race just mentioned.
2. The greater comfort and exemption from hard out-door labor enjoyed by American over European women of the poorer classes.
3. The tendency of emigration to draw from an old country to a new one the more vigorous and enterprising of its population, and to leave behind those classes whose physical constitution has the greatest tendency to produce deaf-mute offspring.
4. The fluctuating and migratory habits of our population, by which marriages between relatives are made less frequent, and tendencies to disease or malformation checked, by mixing blood with families having different tendencies.
5. Finally, in many cases, families having deaf-mute children yet uneducated, (these children being early sought out by the benevolent and placed in some school,) are deterred from emigrating while those children remain in school. This adds an additional reason to the third, why those families which have shown a tendency to deaf-dumbness are apt to be left behind by the stream of emigration, increasing the proportion of deaf-mutes in the older country and diminishing it in the newer one.

The last three causes, as might naturally be expected, operate to show a smaller proportion of deaf-mutes in the Western than in the Eastern States of the Union.* And the large emigration that has flowed upon us of late years from Europe, is supposed to have quite sensibly diminished the proportion, both in the whole Union and in our own State.

This diminution, however, has been small and rather fluctuating. The proportion of deaf-mutes in the State, returned by the census of 1835, was one in 2,041 souls; now it is only one in 2,449, (taking the returns of each census as they stand). But in the twenty years, from 1845 to 1865, this proportion has only varied from one in 2,427 to one in 2,500; a remarkable uniformity, showing that whatever errors these enumerations contain, each census is just about as liable to error, in numbers returned, at least, as the others.

And the proportions in the different sections of the State are

* From a table given in our Forty-fourth Report (p. 68), it appears that, by the Census of 1860, there was in New England, one deaf-mute to 2,117 souls; in Pennsylvania, New Jersey and Delaware, one to 2,244; in the nine North-western States, one to 2,447. From the southern half of the Union were returned, one deaf-mute to 1,864 souls in the Atlantic States, and one to 2,139 in the South-western. New York alone, of the Eastern States, returned a smaller proportion (1: 2,460) than the Western States; doubtless owing to its immense foreign population.

either pretty uniform, or for the most part, appear to vary in accordance with general laws. There has always been returned a small proportion of deaf-mutes in the fertile and temperate countries of the western and south central sections of the State, and a considerably larger one in the more cold and mountainous and less fertile regions of the north-eastern and north-central sections. The diminution of this proportion in the south-eastern and central eastern sections, I cannot very well account for, but it may be ascribed, in part, to the number of emigrants of the less intelligent class, and, in part, to the growth of cities, for, as I have already said, both from cities and from the less intelligent class of emigrant population, the returns of the number of deaf-mutes are apt to be deficient; and hence it is probable this diminution, just mentioned, is more apparent than real.

I have just assumed that the returns from the emigrant population are more deficient than those from the native population. The whole foreign born population of the State is given at 920,293; the number of deaf-mutes returned as of foreign birth as only 210, a proportion of only one deaf-mute to 4,400, while among the native American population, though this includes a much larger proportion of children, among whom, as we have seen, comparatively few deaf-mutes are returned, there were 1,303 deaf-mutes returned in a population of 2,880,552, a proportion of one in 2,130; more than twice as great as the former. It is probable that most of the 87, whose nativities were not returned, were also Americans. While part of this difference is, no doubt, to be ascribed to the tendency already spoken of, by which an emigrating population leaves behind many of its dull and afflicted elements, still the difference seems far too great to be wholly accounted for in this way, and should be, in part, ascribed to the greater difficulty of obtaining information from the foreign population.*

* The deaf-mutes of the State are classed as follows, in regard to place of nativity:

	Males.	Females.	Total.
American	711	592	1,303
English	20	16	35
Irish	37	28	65
German	30	21	51
Scotch	3	5	8
French	6	3	9
Canadian	18	12	30
Switzerland	3	2	5
Welsh	2	1	3
	<u>830</u>	<u>679</u>	<u>1,509</u>

The proportion among the Irish is remarkably small, being only one to 6,840, whereas among the Canadians it is one to 2,080, among the Germans one to 4,760, and among the

This census, we are considering, is the first American census in which causes of deafness were noted.

These causes have, indeed, been given in some European censuses, but, hitherto, the only American statistics of this kind were those collected by our institutions respecting their own pupils.

In the introduction to the census, we find a table of the causes of deafness in 679 cases, of which the annexed table gives only the number of cases ascribed to each disease, omitting the ages of becoming deaf, as to give them would take up too much space. Those causes marked with an asterisk were only given for cases of deafness that occurred at a mature age.

TABLE IV.

Causes of Deafness.	No. of Cases.
Apoplexy.....	1
Bathing	1
*Beating a tenor drum	1
Bite of a dog	1
Blow on the head	5
Brain fever.....	21
Brain, disease not specified.....	1
Brain, congestion of	4
Brain, inflammation of	42
*Business	1
*Canker	1
Canker rash	9
Catarrh	5
*Cannon, concussion of.....	2
Chicken pox.....	1
Cold	40
*Concussion of shell in battle.....	1
*Dampness	1
*Debility	2
Decay	3
Disease in the head	4
Effect of medicine.....	2
Epilepsy.....	2

English, 2,700. As the proportion of deaf-mutes in Ireland itself, as shown by their census for 1851 and 1861, is much larger than in the United States, or even in England, it is probable that either the enumerators, who visited the Irish in this country, were remiss in making enquiries, or the emigrants were indisposed to answer them. It is to be observed that the Irish are more apt, than other emigrants, to congregate in the large cities; another reason why the returns respecting them show more than usual inaccuracy.

Causes of Deafness.	No. of Cases.
Erysipelas	6
*Exposure in woods	1
Falls	31
Fever, not specified	17
Fever, congestive	1
*Fever, intermitted	1
Fever, scarlet	207
Fever, spotted	3
Fever, typhoid	12
*Fever, yellow	1
Fits	21
Fright	3
Going into water when heated	2
Hydrocephalus	7
Infirmary	1
Inflammation	2
Influenza	1
Injury to ear	1
*Insect in ear	1
*Intemperance	1
*Lightning	1
Maternal disease before birth	2
Measles	27
*Military service	1
Mumps	3
Neuralgia	6
Noise	4
Paralysis	9
Rheumatism	2
Scalded	1
Scrofula	9
Sickness not specified	68
Small pox	5
Spinal disease	1
Suffocation	1
Sun stroke	1
Swelling	1
Teething	5
*Thickening of tympanum	1
Throat disease	4

Causes of Deafness.	No. of cases.
*Tympanitis	1
Ulceration in ear	33
Vaccination	1
*Working in water	1
Whooping cough	13
*Old age	7
	<hr/> 679 <hr/>

In our Forty-sixth report (page 33), is a table of the causes of deafness, taken from our records concerning our pupils, from 1854 to 1864, from which I quote: *Scarlet fever*, 80; brain fever and inflammation of the brain and head, 31; falls and blows on the head, 18; measles, 9; gatherings in the head, 9; fits and convulsions, 6; whooping cough, 5; scrofula, 2; swellings, 4; and the rest of the table gives, like the above, a variety of diseases, with from one to three cases to each. The tables given by other American institutions are much to the same general purport; all agreeing in this, that scarlet fever or scarlatina is, since about the year 1830, by far the most frequent cause of the loss of hearing in children. Next to it are brain fevers, falls, colds and fits. It is evidently of great importance to know what diseases most frequently entail this dreadful calamity of deaf-dumbness; inasmuch as proper medical precautions may sometimes prevent an affliction that, when once established, is one of the most incurable of all human infirmities.

From the table of deaf-mute relatives, given in the Introduction to the Census (page lxxxvi), we learn that twelve were returned as having a deaf-mute father and mother, of whom six had also deaf-mute brothers or sisters; one had two deaf-mute uncles, and one had deaf-mute cousins. Six had a deaf-mute father only; all but one of these having other deaf-mute relatives. In eight other cases, the mother was the deaf-mute parent; of these, two had also deaf-mute brothers, and one had deaf-mute grandparents and cousins. One had a deaf-mute (or deaf?) grandmother, without other deaf-mute relatives. The number who, without having deaf-mute parents, had brothers or sisters, or both, deaf and dumb, was 200, of whom fifteen had also other relatives. Seventeen had deaf-mute uncles and aunts, and forty-four had deaf-mute cousins, without any nearer deaf-mute relatives. This table is probably very imperfect. It has been calculated from our records that full

one-fourth of our pupils have or have had deaf-mute brothers or sisters. (See our Thirty-fifth Report, page 108.)

A table is also given, of the occupation of the deaf and dumb, which I will not copy, because it embraces so many of those old people who became deaf late in life, and affords no means of separating them from the true deaf and dumb.

I have, however, two observations to make: *First*, that while farming is the occupation most generally followed by the deaf and dumb, the trades, next to it, much the most numerous represented are those so long taught in our shops—shoemaking, tailoring, cabinet-making and dress-making; *second*, that the deaf and dumb, as might be expected, are far more generally able to support themselves by their own labor than any other of the afflicted classes of the community. In fact, an average deaf-mute, while he needs intellectual and moral education much more urgently than the blind, needs only education to make him a useful and self-dependent citizen; while of the blind especially, only a comparatively small proportion are able to support themselves by work. Of the deaf and dumb, 969 are returned as able to support themselves by work, 28 of the number, however, only partially; while of the blind, only 142 are returned as wholly, and 42 others as partially able to earn their own support. I add that we know that the deaf and dumb not only support themselves, but also families of their own; and quite a number of them evince enterprise and business capacity that will make them successful in acquiring a competence.

At our convention in August, were registered the occupation of 152 educated mutes, graduates of our own institution, present at the convention, 118 males and 34 females. The register presents many omissions in this respect, especially as regards the females. Taking these dates as they stand, we have the following table of occupations successfully followed by deaf-mutes:

MALES.

Agent	1
Baker	1
Book binders	9
Box manufacturer	1
Brass finisher	1
Cabinet makers	2
Carpenters	6

Carver	1
Case maker	1
Cigar maker	1
Clerks	2
Cloth sponger	1
Copyist	1
Driver	1
Farmers	30
File cutters	3
Gardener	1
"Gentlemen"	3
Gas tubing	1
Glass engraver	1
Grape grower	1
Hame maker	1
Harness maker	1
Iron chipper	1
Iron moulders	2
Laborer in gas works	1
Machinists	2
Mason	1
Miller	1
Nailer	1
Nurseryman	1
Packer	1
Painters	2
Piano maker	1
Printers and job-printers	5
Shoe jobber	1
Shoemakers	3
"Stamper"	1
Tailors	3
Teachers	*11
Tobacconist	1
Watchmaker	1
Watchman	1
Weaver	1

* Some of the teachers were teachers of deaf-mutes in private families.

INSTITUTION FOR THE DEAF AND DUMB.

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"Wipe engineer"	*1
Uncertain or unintelligible	3
Total	118

FEMALES.

Book binders	4
Dress makers	7
Farmers' wives	5
Help at home	8
Housekeeper	1
House work	2
"Keep house"	1
Seamstress	1
Teachers	5
Total	34

Among the deaf-mutes not graduates of our institution, were one or two editors, an artist, a lithographer, etc.

To return to our State census for 1865 ; only ten of the deaf and dumb are returned as supported in poor-houses, being, it is added, otherwise infirm ; and, I am happy to note, only seven are described as accustomed to solicit alms.

With respect to civil condition, the returns give :

	Males.	Females.	Total.
Single	579	474	1,053
Married	182	130	312
Widowed	20	36	56
Civil condition not reported	95	84	179
Total	876	724	1,600

Assuming that most, if not all, of those whose civil condition was not reported were single, it would appear that 23 per cent of the deaf and dumb were or had been married. This, however, is too large a proportion. Many of those marked as married, doubtless, belong to the class of old people who had become deaf late in life, but how many cannot be ascertained, as we have not access to the original schedule of deaf-mutes. Probably the allowance

* Probably engine-wiper, or one who keeps a steam engine in order.

on this score would reduce the number of married deaf-mutes to less than 20 per cent of the whole number, but nearly 40 per cent of the adults. In the general population, we observe, the married, including the widowed, are about 42 per cent of the whole population; but of the adult population, probably nine out of every ten are or have been married.

Allowing for the fact that those called semi-mutes more frequently enter the marriage relation than the true deaf-mutes, I think it probable that less than one-third of the latter marry, and when they do, they generally marry among themselves. Such marriages are wisely discouraged in cases where there seems any danger of their affliction of deafness being transmitted to their offspring, or where there does not appear to be a prospect of full ability to support a family.

But to forbid such marriages altogether, even between two congenital deaf-mutes, as some cold philosophers propose, is neither reasonable nor just. There are quite a number of deaf-mutes as able to support families and bring up their children well as are the average of men and women who hear and speak. And we have seen many examples, amounting in this and the neighboring States to hundreds, in which a deaf-mute couple have performed all their duties to each other, to their children and society, as well as their neighbors who hear and speak. To quote from a report of our institution, published many years ago: "It is certain that the deaf and dumb form no exception to the general law of our nature, which places the greatest happiness of the individual and the greatest good of society in the suitable union of one man and one woman."*

The danger that a deaf mute couple may have deaf mute children is not so great that it ought to be a bar to a marriage that, in other respects, so far as man can judge, promises to promote the lasting happiness of the parties. At our convention, there were registered 71 cases of marriage between deaf mutes, of whom one or both were present at the convention, and nine cases of the marriages of deaf mutes to hearing persons. The former averaged about two children to a marriage, (not counting those who died in early infancy) and of these 140 children, only six were deaf mutes. The latter, those in which one of the parties could hear, had an average of about five children to each two marriages, none of whom were deaf and dumb.

* See Twenty-fourth Report, page 23.

Additional evidence on this point is furnished by the census before us. As I have just stated, there are returned, (taking the tables as they stand,) 368 deaf mutes in the State who are married or widowed. The number of cases in which deaf mutes are returned as having one or both parents deaf and dumb is only 26, and of these several were the children of parents who being deceased, or out of the State, are not included in the census. That is, to say, of the children of not far from 330 deaf mutes, (making a liberal estimate for casually deaf persons) most of whom married among themselves, hence forming, probably from 170 to 180 families, less than 26 inherited the infirmity of their parents. It is a matter of regret that we have not the number of hearing and speaking children in the same families. Though many of these marriages have been recently contracted, the average of children may safely be assumed as more than two, and may probably be as much as three, for those deaf mutes at the convention were chiefly residents of cities and towns, whereas the census embraces also that greater number whose country residence and country habits are more favorable to number of offspring. I think, then, three children to a marriage may safely be assumed, which would make about 500 children of deaf mute parents in the State, and of these only about one in 20 that has inherited the misfortune of the parents.

In two cases only is the affliction recorded as transmitted from grand parents. The tendency to deaf-dumbness often appears in some as yet unexplained way in particular families. A well formed, healthy man, married to a well formed, healthy woman, each having no deaf mute relatives, sometimes has from two, to six or seven deaf mute children. But though this affliction about once in ten times, re-appears in the second generation, it disappears, except in rare exceptional cases, in the third.

And when it re-appears in the second generation, it is perhaps as likely to appear among the children of the hearing brothers and sisters of the deaf mutes, as among the children of the latter, provided other circumstances are equal, that is to say, if the deaf mute as well as his brothers or sisters who hear, marries into a family in which there has not appeared any predisposition to deafness, he is no more likely to have deaf mute children than they are. But if he marries another congenital deaf mute, especially one that has several deaf mute relatives, such unions sometimes seem to intensify the family predisposition to deaf-dumbness.

Yet we know not a few cases of marriage in which both the parties are congenital deaf mutes, each also having brothers and sisters similarly afflicted, and yet they have been blessed with several intelligent, healthy children, all of whom hear and speak.

It is remarkable that only one colored deaf-mute was returned. There must have been several omissions, as the national census of 1850 returned from our state seven colored deaf-mutes, and that of 1860 returned twenty-two, including, it is to be noted, six or seven in school from other states. After making all allowances, however, this result adds additional confirmation to the curious fact stated in some of our former reports, that the large proportion of colored deaf-mutes returned from the northern states, under the national censuses of 1830 and 1840, a proportion so excessive as to excite astonishment among all who attend to vital statistics, was for the most part made up by stray figures placed inadvertently in the wrong column.

This census records three cases in which the same individual was at once deaf, dumb and blind; but no information is given as to the name and residence of the person or the cause of this triple affliction. It is to be hoped that all of them had acquired, before becoming blind, a fair intellectual development, and thus continued to possess the ability to communicate with a few devoted friends and relatives by means of the manual alphabet, aided by such signs as are readily perceptible by the touch. Such I know was the condition of an intelligent and well-to-do deaf-mute farmer, who came to this city at the time of the convention, with his deaf-mute wife and their daughter, who served as interpreter between her deaf-mute mother and deaf, mute and blind father, in their intercourse with strangers. I have also recently heard of a girl on Randall's island, who is deaf, dumb and blind; and her case has been under consideration with a view of trying how far her three-fold affliction may be alleviated by education. Whether she possesses sufficient mental activity to make it expedient to try to educate her has not yet been ascertained.

In concluding this, my first report as Principal of the Institution, I may well congratulate the Board and other friends of the Institution, on its prosperous condition, and on the many proofs of divine favor that have crowned the year. Looking to the future, I feel how great is the weight of responsibility that rests upon me. Whatever be the inadequacy of my powers, I can at least promise to do all that warm zeal and untiring devotion to the best

interests of the deaf and dumb can accomplish, and aided, as I have been and shall be, by your enlightened co-operation, I rejoice in the belief, that the Legislature and the people of New York will continue to lend a willing ear to our appeals in behalf of the afflicted children of silence, and that hundreds of deaf-mutes, brought, by our instrumentality, from ignorance and degradation, to knowledge, happiness and the light of the gospel, will hereafter rise up and call us blessed.

Respectfully submitted.

ISAAC LEWIS PEET, *Principal.*

NEW YORK INSTITUTION FOR THE DEAF }
AND DUMB, *January 1, 1868.* }

List of Pupils

In the New York Institution for the Instruction of the Deaf and Dumb, December 31st, 1867.

MALES—RESIDENCE.

NAMES.	Town.	County.
Abbott, Gorham D.....	New Haven.....	New Haven, Ct.
Arriaga, Ponciano.....	Mexico.....	Mexico.
Adner, Frederick.....	Antwerp.....	Jefferson.
Ashlaw, Henry.....	Malone.....	Franklin.
Baaack, Adolphus.....	New York.....	New York.
Bailey, John.....	Albany.....	Albany.
Ball, Hiram L.....	Cicero.....	Onondaga.
Banta, David D.....	New York.....	New York.
Barton, Clarence Eugene....	New Rochelle....	Westchester.
Baxter, Charles H.....	Avoca.....	Steuben.
Beckett, William H.....	Brooklyn.....	Kings.
Bell, Milton.....	Hackettstown....	Warren, N. J.
Beller, James Edwin.....	Berne.....	Albany.
Benson, Wm. Knapp.....	Hume.....	Al'egany.
Bessac, John.....	Hudson.....	Columbia.
Beverly, Albert.....	Cherry Creek....	Chautauqua.
Bigknife, Allen.....	Onondaga.....	Onondaga.
Blanchard, Isaac A.....	Charlestown....	Essex, Mass.
Blood, William.....	Elmira.....	Chemung.
Bodine, John H.....	Wallkill.....	Orange.
Bodine, Charles V.....	Wallkill.....	Orange.
Bond, William Augustus....	Brooklyn.....	Kings.
Bonney, Albert F.....	Hamilton.....	Madison.
Brennan, John.....	New York.....	New York.
Brennan, Patrick.....	New Nork.....	New York.
Brewer, Samuel.....	New York.....	New York.
Brodie, Michael.....	Buffalo.....	Erie.
Brown, Martin.....	New York.....	New York.
Brown, Samuel Marshall....	New York.....	New York.

NAMES.	Town.	County.
Brown, Nye	Clay	Onondaga.
Browning, Frederick	Byron	Genesee.
Bull, Richard	Castleton	Richmond.
Burrucker, George	New York	New York.
Burt, Harrison A	Ticonderoga	Essex.
Burns, Charles	Brooklyn	Kings.
Butler, John R	New York	New York.
Carroll, William	New York	New York.
Cary, Ebenezer J	Italy	Yates.
Chamberlain, Isaac W	Elizabeth	Union, N. J.
Cheeseman, Marsena E	Sardinia	Erie.
Cheney, Isaac	New York	New York.
Christ, Augustus	Hancock	Delaware.
Clackett, Henry M	Brooklyn	Kings.
Clark, George E	Canisteo	Steuben.
Clough, Frederick	Seneca	Ontario.
Cocaigne, Frederick N	Cape Vincent	Jefferson.
Cogswell, Marion	Marion	Wayne.
Collins, Wm. Thomas	Easton	Washington.
Colden, Charles	Newburgh	Orange.
Cottman, John Chas	New York	New York.
Coleman, William	Niagara	Niagara.
Cooper, Charles	Rochester	Monroe.
Crooken, Francis	Brooklyn	Kings.
Cunningham, John	New York	New York.
Davoue, Henry Scott	New York	New York.
Delhagen, Greenleaf	Pateison	Passaic, N. J.
Delory, Cornelius	New York	New York.
Des Rochers, Ernest	Plattsburgh	Clinton.
Dezendorf, Alexander	Brooklyn	Kings.
Dinehart, Zacheus	Amboy	Oswego.
Doane, Chas. Sumner	Scottsville	Monroe.
Doane, James Barclay	Scottsville	Monroe.
Dobbs, John Henry	Cornwall	Orange.
Dodge, Albert Alonzo	Buffalo	Erie.
Doenges, Frederick	Mount Vernon	Westchester.
Donnelly, John F	Brooklyn	Kings.
Doran, James	Syracuse	Onondaga.
Douglas, Ronald	New York	New York.
Dovale, Josias M	Curacoa	West Indies.

NAMES.	Town.	County.
Dunlap, John A	New York ..	New York.
Edwards, Thos. W	Chateaugay	Franklin.
Ehle, Eugene	Minden	Montgomery
Elliot, Henry	Brooklyn	Kings.
Emmons, Alfred	New York	New York.
Evans, Lewis Ira	Denning	Ulster.
Everts, Charles	Scriba	Oswego.
Farley, George	New York	New York.
Fenno, Joel Asa	Tyrone	Schuyler.
Field, Charles	Fabius	Onondaga.
Field, Stephen P	Fabius	Onondaga.
Fitzpatrick, John	Constantia	Oswego.
Foran, Thomas	Northfield	Richmond.
Fox, David	New York	New York.
Frigheit, Lewis	Le Roy	Genesee.
Frey, Henry	New York	New York.
Frost, Edwin F	Brooklyn	Kings.
Fry, Wm. DeGroot	Brooklyn	Kings.
Gardner, Abram S	Addison	Steuben.
Genet, Wm. Frank	New York	New York.
Gilder, Richard	New York	New York.
Gillet, Frederick B	Lafargeville	Jefferson.
Gillet, Lyman O	Lafargeville	Jefferson.
Godfrey, Thomas	Brooklyn	Kings.
Golden, Martin	Rome	Oneida.
Goldvogel, Alexander	New York	New York.
Gregory, James W	New York	New York.
Griffin, Fred	Schroeppe	Oswego.
Gulick, Peter B	New Brunswick ..	Middlesex, N. J.
Hadden, Henry	New York	New York.
Hall, Wm. Franklin	Whitehall	Washington.
Hallicy, Edward J	Flushing	Queens.
Hallock, Lemuel B	River Head	Suffolk.
Halsey, Waldron H	Newark	Union, N. J.
Hannemann, Morris	New York	New York.
Hatch, Frederick H	Morrisania	Westchester.
Head, Wilson M	Madison	Madison.
Hebing, William	Rochester	Monroe.
Hellery, Thomas	Buffalo	Erie.
Heller, Henry Augustus	Musconetcong ...	Hunterdon, N. J.

NAMES.	Town.	County.
Herrick, Richard	Farmersville	Cattaraugus.
Hewitt, Frederick Wm	New York	New York.
Heydon, Thomas M	New York	New York.
Hogan, James, Jr	New York	New York.
Hofman, Frederick	New York	New York.
Holland, Thomas	New York	New York.
Hopkins, Geo. W	Fishkill	Dutchess.
Horle, Francis	New York	New York.
Hotaling, Oscar N	New Scetland ...	Albany.
Howard, Sidney H	Aurora	Erie.
Howe, Samuel C	Castile	Wyoming.
Howell, Wallace F	Brookhaven	Suffolk.
Hughes, Robert	Saratoga Springs.	Saratoga.
Hunkler, Francis	Rochester	Monroe.
Hunt, George S	New York	New York.
Hyland, Matthias	Brooklyn	Kings.
Irwin, Matthew J	Wawarsing	Ulster.
Innis, Edward	New York	New York.
Jackson, William	New York	New York.
Jewell, Thomas H	Buffalo	Erie.
Johnson, Samuel	Orangetown	Rockland.
Jones, James	Seneca Falls	Seneca.
Jones, William G	New York	New York.
Kane, James	Amboy	Middlesex, N. J.
Kelly, Joseph	Lockport	Niagara.
Ketcham, Elbert C	Huntington	Suffolk.
King, Frederick H	Elmira	Chemung.
King, David Hanna	New York	New York.
Kircher, Henry	New York	New York.
Klingman, Francis	New York	New York.
Knapp, Smith T	Clarkstown	Rockland.
Knowlton, John J. M	New York	New York.
Kowald, August	Buffalo	Erie.
Lancier, John	Bergen	Genesee.
Lawrence, Townsend	Toms River	Ocean, N. J.
Lawton, Charles Wilbur	West Hoosick	Rensselaer.
Leonard, John Henry	New York	New York.
Lesch, John	Dunkirk	Chautauqua.
Lloyd, Edward L	Albany	Albany.
Lloyd, Rowland B	Albany	Albany.

NAMES.	Town.	County.
Lockwood, George P.....	Brooklyn.....	Kings.
Lounsbury, John A.....	West Farms.....	Westchester.
Lyon, Hendrick.....	Gates.....	Monroe.
Mages, John, Jr.....	New York.....	New York.
Magill, William Best.....	New York.....	New York.
Malkmeers, Charles.....	New York.....	New York.
Manahan, John.....	Syracuse.....	Onondaga.
Mann, Chester Q.....	New York.....	New York.
Matteson, John F.....	Farnham.....	Erie.
McBride, Daniel.....	Brooklyn.....	Kings.
McCaffrey, Michael.....	Brooklyn.....	Kings.
McClave, Henry.....	New York.....	New York.
McClelland, Samuel W.....	New York.....	New York.
McCloskey, Richard.....	Brooklyn.....	Kings.
McLaughlin, John.....	Brooklyn.....	Kings.
Mahrlein, Theodore.....	New York.....	New York.
Meerscham, Antoine.....	Brooklyn.....	Kings.
Milbier, Adam.....	Syracuse.....	Onondaga.
Miller, Henry.....	West Gilboa.....	Schoharie.
Morris, Wolfe.....	New York.....	New York.
Morse, Morrell W.....	Eaton.....	Madison.
Moses, Samuel.....	New York.....	New York.
Munger, Roscoe S.....	Salisbury.....	Herkimer.
Myers, William.....	Gouverneur.....	St. Lawrence.
Neely, Benjamin.....	Buffalo.....	Erie.
Newby, John A.....	Greenport.....	Suffolk.
Newhouse, David.....	Finley.....	—, Ohio.
Newkirk, Spencer.....	Goshen.....	Orange.
Newton, Charles D.....	Owego.....	Tioga.
O'Keefe, James.....	New York.....	New York.
O'Brien, Charles.....	New York.....	New York.
Pappa, George.....	Alexandria.....	Jefferson.
Partington, John.....	Brooklyn.....	Kings.
Patterson, Alexander.....	New York.....	New York.
Pear, Joseph.....	Volney.....	Oswego.
Pettit, James.....	New York.....	New York.
Piano, George, Jr.....	West Point.....	Orange.
Pierce, James T.....	Malone.....	Franklin.
Pimm, Charles A.....	Huron.....	Wayne.
Quick, Frank Brown.....	Melrose.....	Westchester.

NAMES.	Town.	County.
Rascol, Emanuel.....	New York.....	New York.
Rascico, Vitel.....	Clinton.....	Clinton.
Reibentantz, Jacob.....	Brooklyn.....	Kings.
Reidel, Adam H.....	New York.....	New York.
Ritter, James C.....	Troy.....	Rensselaer.
Robinson, Francis E.....	Connewango.....	Cattaraugus.
Royal, John, Jr.....	Parishville.....	St. Lawrence.
Royal, Edwin F.....	Parishville.....	St. Lawrence.
Ryan, Francis.....	Middletown.....	Richmond.
Sarsfield, John J.....	New York.....	New York.
Schenck, William E.....	Flushing.....	Queens.
Schloss, Solomon.....	New York.....	New York.
Scott, William Henry.....	New York.....	New York.
Seliney, Fort Lewis.....	Aurora.....	Cayuga.
Shelton, James Daniel.....	New York.....	New York.
Sherbert, Franklin.....	Brighton.....	Monroe.
Sherwood, John Y.....	Ramapo.....	Rockland.
Shields, John.....	Cortland.....	Westchester.
Shughrue, Cornelius.....	New York.....	New York.
Shumway, Wesley B.....	Marion.....	Wayne.
Siegmán, Jacob J.....	Rome.....	Oneida.
Sinclair, Stephen.....	New York.....	New York.
Smith, Charles Augustus.....	Troy.....	Rensselaer.
Smith, George W.....	Ossian.....	Livingston.
Smith, John.....	Stapleton.....	Richmond.
Smith, John Randall.....	New York.....	New York.
Smith, Patrick.....	Stapleton.....	Richmond.
Smith, Russell.....	Reading.....	Schuyler.
Spink, William.....	New York.....	New York.
Stengele, Henry.....	New York.....	New York.
Streiner, Frederick.....	Brooklyn.....	Kings.
Styles, John P., Jr.....	Saugerties.....	Ulster.
Sullivan, James.....	Rochester.....	Monroe.
Sutton, Alonzo C.....	Warwick.....	Orange.
Sullivan, Michael.....	Newburgh.....	Orange.
Taylor, Guerdon B.....	Yates.....	Orleans.
Thompson, Frank B.....	Bound Brook.....	Somerset, N. J.
Thomson, Clement R.....	New York.....	New York.
Tobin, Philip.....	Brooklyn.....	Kings.
Tooley, John.....	North Wilna.....	Jefferson.

NAMES.	Town.	County.
Tullock, Allen	Duanesburgh	Schenectady.
Upham, Charles O	Watertown	Jefferson.
Van Ness, George H. W	Newark	Essex, N. J.
Van Orden, John H.....	Paterson	Passaic, N. J.
Van Wyck, Abram	Jersey City	Hudson, N. J.
Volker, Augustus E.....	Buffalo	Erie.
Voorhees, Louis Torboss.....	Brooklyn	Kings.
Waldelee, John E	Rochester	Monroe.
Waldelee, Philip J.....	Rochester	Monroe.
Walters, George.....	New York	New York.
Warner, William	Watkins	Schuyler.
Warne, John B.	Broadway	Warren, N. J.
Watts, William Arthur	Coxsackie.....	Greene.
Welch, Richard.....	Syracuse	Onondaga.
Welsh, John	Waterford	Saratoga.
West, Charles B.....	Lincklaen.....	Chenango.
West, Hiram, Jr.....	Fulton	Schoharie.
Whalen, James.....	China	Wyoming.
Whalen, Michael	China	Wyoming.
White, William	Brooklyn	Kings.
Willets, William H	N. Hempstead	Queens.
Willets, David	N. Hempstead	Queens.
Winslow, William A	Oswegatchie	St. Lawrence.
Witbeck, James M.....	Troy	Rensselaer.
Witschief, Peter.....	New York	New York.
Witschief, George H	New York	New York.
Woolever, Orville F	Hounsfield	Jefferson.

FEMALES—RESIDENCE.

Anderson, Josephine E	West Chazy.....	Clinton.
Bache, Catharine W.....	Brooklyn	Kings.
Bamberger, Caroline	New York	New York.
Barber, Nancy J.....	Spafford	Onondaga.
Barnett, Mary H.....	Union	Union, N. J.
Barry, Elizabeth A	Palmyra	Wayne.
Barry, Maggie Teresa	Palmyra	Wayne.
Bar, Pauline	New York	New York.
Barton, Caroline A.....	Marshall	Oneida.
Batcher, Lena.....	Brookhaven.....	Suffolk.
Bauer, Margaretta.....	New York	New York.

NAMES.	Town.	County.
Bayer, Margaret.....	New York	New York.
Beardsley, Kate	Union Spring ...	Cayuga.
Bodine, Christina N	Walkill	Orange.
Bonnell, Ella M	Oswego	Oswego.
Borschneck, Rosa	Rahway	Morris, N. J.
Boughton, Jane	New York	New York.
Bousfield Eleanor H	Newark	Essex, N. J.
Brown, Caroline	New York	New York.
Brown, Nancy C	Twicksburgh ...	Hunterdon, N.J.
Brown, Ellen	New York	New York.
Brown, Mattie A	Rockland	Sullivan.
Bunville, Phebe O	French Creek ...	Chautauqua.
Calhoun, Eliza	New York	New York.
Cannon, Ella	New York	New York.
Chamberlain, Emma J	Adams	Jefferson.
Churchill, Annie R	New Lebanon ...	Columbia.
Clackett, Eliza Ann	Brooklyn	Kings.
Clapp, Elmina D	Newburgh	Orange.
Clum, Louisa	Ghent	Columbia.
Cole, Annie E	New York	New York.
Conner, Elizabeth J	Brooklyn	Kings.
Conover, Isabella	New Brunswick..	Middlesex, N. J.
Conover, Lydia	New Brunswick..	Middlesex, N. J.
Crowley, Margaret	New York	New York.
Davis, Eva Adaline	Tompkins	Delaware.
Dearing, Marian E	Athens	Georgia.
Des Rochers, A. C. C	Plattsburgh	Clinton.
Devoy, Eliza Jane	New York	New York.
Dodd, Elizabeth	New York	New York.
Dowen, Mary Ann	Castleton	Richmond.
Dugan, Mary	New York	New York.
Dulong, Elizabeth	Elizabeth City ...	Union, N. J.
Dunning, Ellen M	Salisbury	Herkimer.
Durbrow, Carrie B	New York	New York.
Edelman, Eliza	Rochester	Monroe.
Elliot, Sarah C	Brooklyn	Kings.
Elting, Sarah H	Rosendale	Ulster.
Fanwood, Mary	New York	New York.
Faragher, Isabella	Rochester	Monroe.
Farrell, Frances A	New York	New York.

NAMES.	Town.	County.
Finn, Mary Ann	North Orange	—, N. J.
Fischell, Elizabeth	New York	New York.
Flannery, Margaret	New York	New York.
Foster, Mary Jane	Elmira	Chemung.
Freeman, Matilda J.	Burlington	Burlington, N. J.
French, Seraph Jane	Jackson	Washington.
Fullam, Mary	Jersey City	Hudson, N. J.
Gass, Mary Jane	Troy	Rensselaer.
Geminden, Margaret	Paterson	Passaic, N. J.
Good, Margaret	New York	New York.
Goodman, Josephine	De Wittville	Chautauqua.
Graham, Florence	Deer Park	Orange.
Gray, Lenora C.	New York	New York.
Gregg, Catharine	Castile	Wyoming.
Green, Mary C. F.	New York	New York.
Gunning, Caroline	Brooklyn	Kings.
Hagadorn, Caroline V.	Brooklyn	Kings.
Hagadorn, Mary E.	Bath	Steuben.
Hanchet, Helen E.	McLean	Tompkins.
Hart, Helen L.	Gorham	Ontario.
Haskell, Abigail E.	Horseheads	Chemung.
Heaton, Catharine A.	German Flats	Herkimer.
Henry, Hannah	Cochecton	Sullivan.
Higgins, Julia M.	Brooklyn	Kings.
Hoisington, Celestia E.	Mentz	Cayuga.
Hollenbeck, Eliza A.	Avon	Livingston.
Holly, Mary Cornelia	Middletown	Orange.
Horton, Eva	Wallkill	Orange.
Howard, Sarah C.	New York	New York.
Hughes, Ann	New York	New York.
Hull, Elizabeth I.	Minisink	Orange.
Ives, Helen M.	Troy	Rensselaer.
Jennings, Emeline G.	New York	New York.
Jetter, Anna S. M.	New York	New York.
Jones, Ella Sophia	Ogdensburgh	St. Lawrence.
Jones, Florence Hattie	New York	New York.
Kennedy, Julia	Westchester	Westchester.
Kerley, Rosanna	New York	New York.
Kessler, Josephine	Brooklyn	Kings.
Kevitt, Nelly Maria	Passaic	Passaic, N. J.

NAMES.	Town.	County.
King, Mary E.....	Albany	Albany.
Klune, Adelaide M.....	New York	New York.
Lahey, Sarah	New York	New York.
Lawrence, Margaret B.....	Tom's River	Ocean, N. J.
Leach, Jane P.....	New York	New York.
Lewis Hannah.....	New York	New York.
Lighthart, Alice M	Canastota	Madison.
Lindley, Harriet A.....	Brooklyn	Kings.
Mahoney, Margaret.....	New York	New York.
Maulick, Louisa R	New York	New York.
Maxwell, Martha	Troy.....	Rensselaer.
Mayher, Elizabeth	New York	New York.
May, Anna	New York	New York.
McCormick, Julia E.....	New Windsor	Orange.
McCue, Harriet.....	Alexandria	Jefferson.
McGuire, Catharine	Vienna	Oneida.
McIlvaine, Ella.....	New York	New York.
McIlvaine, Rachel.....	New York	New York.
McKeough, Margaret.....	Mooers.....	Clinton.
Meiselbach, Caroline.....	Jersey City	Hudson, N. J.
Mills, Mary E	Brookhaven	Suffolk.
Moore, Isabella C.....	New York	New York.
Mountain, Eliza	Brooklyn	Kings.
Munch, Frederika	Brooklyn	Kings.
Murphy, Elizabeth.....	New York	New York.
Myers, Jane.....	Gouverneur	St. Lawrence.
Neddy, Lucy.....	Onondaga	Onondaga.
Neely, Elizabeth.....	Buffalo	Erie.
Neiser, Louisa.....	New York	New York.
Nelson, Mary Ellen	Annsville	Oneida.
Nelson, Olive M.....	Bombay	Franklin.
Niver, Mary Ellen	Fishkill	Dutchess.
Nutting, Matilda A	Ellisburgh	Jefferson.
Odell, Lueka.....	New York.....	New York.
O'Hare, Alice	New York	New York.
Peabody, Rhoda.....	Diana.....	Lewis.
Peabody, Mary D.....	Brooklyn	Kings.
Penrose, Elizabeth A.....	Jersey City	Hudson, N. J.
Peterson, Mary E.....	Bridge Hampton ..	Suffolk.
Pierce, Eva Bellinger.....	Clayville	Oneida.

NAMES.	Town.	County.
Pimm, Martha	Huron	Wayne.
Pimm, Rachel	Huron	Wayne.
Place, Lurissa	Oswego	Oswego.
Power, Ellen	New York	New York.
Pickard, Alvina L	Ellery	Chautauqua.
Queen, Mary W	New York	New York.
Reed, Emma Vedmore	Stapleton	Richmond.
Reed, Harriet E	Whitehall	Washington.
Reid, Cornelia Ann	Key West	Florida.
Reilley, Mary Ann	Montgomery	Orange.
Rhinehart, Mary Ellen	Syracuse	Onondaga.
Rose, Elnora	Lloyd	Ulster.
Sands, Ida	New York	New York.
Seaton, Matilda	Clay	Onondaga.
Shute, Kate Conrad	Brooklyn	Kings.
Sisson, Melissa P	Sheridan	Chautauqua.
Sitterly, Apolonia	Guilderland	Albany.
Skelly, Mary	Brooklyn	Kings.
Smith, Julia	Buffalo	Erie.
Smith, Margaret	Reading	Schuyler.
Solomon, Catharine	New York	New York.
Souine, Louisa	New York	New York.
Spencer, Emma Virginia	New York	New York.
Sprague, Ella	New York	New York.
Stansbury, Carrie K	Lysander	Onondaga.
Stansbury, Mary E	Lysander	Onondaga.
Streiner, Catharine	Brooklyn	Kings.
Sullivan, Harriet	Townsbury	Warren, N. J.
Swertman, Christina	Brooklyn	Kings.
Taylor, Elizabeth	Chestertown	Warren.
Terry, Emma	New York	New York.
Topley, Frances	Brooklyn	Kings.
Van Arsdale, Anna A	New Brunswick	Middlesex, N. J.
Van Slyke, Frances A	Lenox	Madison.
Vogelsang, Charity B	Albany	Albany.
Vogel, Louisa	New York	New York.
Waetge, Mary	New York	New York.
Wager, Annie	Vernon	Oneida.
Waters, Vesta A	Hoosick	Rensselaer.
Weston, Sarah P	Brooklyn	Kings.

NAMES.	Town.	County.
Whalen, Julia Agnes.....	China.....	Wyoming.
Whitney, Ella E.....	Albany.....	Albany.
Willets, Amelia.....	North Hempstead.....	Queens.
Williams, Elizabeth.....	Glen Cove.....	Queens.
Williams, Jane.....	Brooklyn.....	Kings.
Wills, Ellen.....	Pompey.....	Onondaga.
Wissinger, Margaret.....	Clarkstown.....	Rockland.
Woodward, Louise Alice.....	Constantia.....	Oswego.
Woodworth, Sarah E.....	Williamsburgh.....	Kings.
Woolever, Margaret A.....	Hounsfield.....	Jefferson.
Wright, Hannah H.....	Owego.....	Tioga.
Youell, Margaret A.....	New York.....	New York.

List of Pupils

Who left the Institution in the year 1867.

MALES—RESIDENCE.

NAMES.	Town.	County.
Blanchard, Watson C.....	Colton	St. Lawrence.
Clapp, Edward H.....	Owego.....	Tioga.
Dewland, Albert G.....	New York.....	New York.
Durkin, John	New York.....	New York.
Elliot, James.....	Paterson	Passaic, N. J.
Engel, Chauncey.....	Oswego	Oswego.
Ensign, Edward C	Union	Broome.
Esselstine, Frank	Watertown	Jefferson.
Frigheit, Charles.....	Leroy	Genesee.
Friend, Julius.....	New York	New York.
Furney, Robt. J	Brooklyn	Kings.
Gallagher, Henry	Brooklyn	Kings.
Getting, Patrick	Brooklyn	Kings.
Gullen, Richard B	Brooklyn	Kings.
Holmes, Edward P.....	Como	Whiteside, Ill.
Johnston, Wm. F.....	Richmond	—, Va.
Kearney, Alfred.....	New Orleans	—, La.
Kelly, Henry.....	Oswegatchie	St. Lawrence.
Krause, Wallace H.....	Kalamazoo.....	—, Mich.
Laforge, John M.....	New York	New York.
Lawrence, Robt. T.....	Tom's River.....	Ocean, N. J.
Long, Geo. W.....	Saratoga Springs.....	Saratoga.
Mahoney, Dennie	New York	New York.
McCarty, Edward.....	New York	New York.
Mosier, Lyman	Clinton.....	Clinton.
Nelson, Willie J.....	Poughkeepsie	Dutchess.
Parreau, Joseph.....	Tonawanda	Erie.
Parsons, Oliver J	Greene	Chenango.
Pickens, John D.....	Peel Tree	Barbour, Va.
Porter, Henry A.....	New Ireland	Megantic, Can.
Senior, Frank Monroe	Morrisania	Westchester.

NAMES.	Town.	County.
Shaler, Joseph	Marathon	Cortland.
Shay, Thomas	New York	New York.
Smith, William S.	Rouse's Point ...	Clinton.
Terbush, William H.	Poughkeepsie ...	Dutchess.
White, John Trumbull.	Sodus	Wayne.

FEMALES—RESIDENCE.

Anderson, Adelpine	West Chazy	Clinton.
Austin, Alice S.	Babcock Hill	Oneida.
Axt, Matilda	New York	New York.
Chadwick, Julia A.	Tuscumbia	Alabama.
Collins, Ellen J.	Whitehall	Washington.
Doyle, Alice	Southport	Chemung.
Fletcher, Sarah	New York	New York.
Forsyth, Julia E.	Palermo	Oswego.
Fuller, Mary L.	Stamford	Delaware.
Gates, Emma E.	Gerry	Chautauqua.
Gordon, Mary Ann	New York	New York.
Hastings, Grace Hall.	Brooklyn	Kings.
Hess, Polly M.	Seneca Falls ...	Seneca.
Kalahar, Bridget	New York	New York.
Kelly, Agnes	Lockport	Niagara.
Miller, Lovina	Watervliet	Albany.
Miller, Catharine	New York	New York.
Pawling, Adelaide	Lagona	Yucatan.
Pease, Jane M.	Troy	Rensselaer.
Schermerhorn, Maria	Deerfield	Oneida.
Smith, Clara P.	Russell	St. Lawrence.
Van Dewater, Isabel	Schenectady ...	Schenectady.
Welch, Margaret	Troy	Rensselaer.
Wynkoop, Cora	Hopewell	Ontario.

List of Pupils

Who entered and left the Institution in the year 1867.

MALES—RESIDENCE.

NAMES.	Town.	County.
Danz, George	New York	New York.
Greis, Leopold	New York	New York.
Lamoreux, M. F.....	Fort Montgomery	Orange.
Noonan, John	Seneca	Ontario.

FEMALES—RESIDENCE.

Kehoe, Joanna.....	New York	New York.
Luce, Phebe J.....	Big Flats.....	Chemung.

RECAPITULATION.

	Males.	Females.	Total.
Number embraced in the last catalogue Dec.			
31, 1866	263	171	434
Admitted within the year	33	38	71
Whole number within the year	296	209	505
Left the Institution in 1867.....	40	26	66
Actual number in the Institution Dec. 31,			
1867	256	183	439

Of the foregoing number there are supported :

By the State of New York.....	178	119	297
By the counties	53	35	88
By the the State of New Jersey	9	16	25
By their friends.....	15	13	28
By the Institution	1		1
	256	183	439

Report of the Physician.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN—In submitting to you my annual report for the year 1867, as attending physician of the Institute, I come to redeem a promise which I did not hesitate to make in my last report.

When speaking of the sanitary condition of the Institution, I said that if our great want of pure water was supplied, the sick rate among the inmates intrusted to my care would be still reduced from the already favorable statistics then presented.

The chief aim and principal efforts of modern medical science have been directed towards ascertaining the conditions most favorable for the maintainance of health, and to secure that, rather by removing the causes of disease than by positive curative measures.

What enlightened hygiene can do is demonstrated by the improved state of public health of large cities, both in this country and in Europe, during the last decade, and, on a small scale, the statistics which I have the honor to submit to you, prove the same thing.

The removal of the wash-house from beneath the school rooms, and the introduction of a full supply of Croton water, have greatly improved the sanitary condition of your Institution, already in situation, ventilation and heating, answering to the most rigid demands of modern hygienic science. In consequence of this I can present you a statement of the cases of sickness, during the last year, whose number, in proportion to the number of inmates, must appear as very small, especially when it is taken into consideration that the patients who come here under my care, are already subject to intuited or acquired disease, which acts as a predisposing or modifying cause in other pathological condition.

The following is a list of the cases treated by me during the last year:

Medical Cases.

Bronchitis	3
Consumption	3
Diarrhœa	5

Dysentery	1
Diphtheria	3
Erysipelas, face	2
Fever, intermittent	17
Fever, remittent	4
Fever, typhoid	5
Gastritis	1
Hysteria, (convulsions)	1
Inflammation, eyes	10
Inflammation, lungs	7
Inflammation, tonsils	4
Inflammation, throat	8
Mumps	3
Poisoned by ivy	3
Pulmonary apoplexy	*1
Rheumatism, chronic	2
Scrofulous enlarged glands	2
	— 85

Surgical Cases.

Abscesses	7
Burned leg	1
Fractures, arm	4
Fractures, upper jaw	1
Fractures, leg	3
Felon, finger	1
Necrosis of arm	1
Necrosis of jaw	1
Sprained ankle	1
Scalp wound	1
	— 21
Total	106

In concluding this report, allow me to thank the Principal of this Institution for his kindness in aiding me in every effort to place the Institution upon the best hygienic basis.

I remain, gentlemen,

Your humble and obedient servant,

LOUIS A. RODENSTEIN, *Physician.*

138TH STREET AND HUDSON RIVER, Jan. 2d, 1868.

Report ON THE ANNUAL EXAMINATION.

The examination was commenced on Saturday, the 22d June, and continued on Monday, the 24th, and Tuesday, the 25th, of the following week.

The whole committee or a majority of them were present each day, and had the valuable assistance of Rev. F. C. Ewer, D. D., who, by special invitation, devoted himself to the examination of the High Class; and also of A. A. Keyes, Esq., chief clerk in the Department of Public Instruction from Albany.

The classes were not full, owing to the absence of a number of the pupils who did not return to the Institution when the exercises were resumed after the typhoid fever had ceased, which broke out in November, 1866. The academic term in each year embraces the period between the first Wednesday in September and the last Wednesday in June in the following year, being forty-two weeks in duration; ordinarily only broken by a short vacation during the Christmas and New Year holidays. Owing, however, to the interruption alluded to, the pupils were nearly all sent to their homes in November, and were not permitted to return and resume their studies until the 31st of January following, and were consequently under tuition only about thirty weeks, having lost a fourth part of the usual term.

The committee were therefore prepared to find that the usual advancement had not been secured, and to make allowances for deficiencies that might naturally result from so much valuable time having been unavoidably lost. But, excepting among the more recent of the juvenile pupils, in every class room we found that, by diligent study and close application, the pupils were on an average as far advanced in their studies as those of former years under tuition for the same period, and exhibited an equal amount of proficiency in the acquisition of words and ideas.

The following table shows the number of classes and sections into which the pupils were divided, together with the number in each class and section, the time under instruction, and the name of the teacher of each :

Designation.		Standing in years.	Teacher.	Numbers.		Total.
				Males.	Females.	
Juvenile Class...	Division D.	•	Chas. W. Van Tassell...	17	13	30
	Division C.	1	Thos. B. W. Berry.....	16	7	23
	Division B.	2	J. L. Ensign.....	15	8	23
	Division A.	3	Jer. W. Conklin.....	14	9	23
Class VII.....		•	O. W. Morris.....	19	6	25
Class VI.....	Division B.	2	Wm. H. Brennan.....	13	7	20
	Division A.	2	A. E. Cooke.....	9	14	23
Class V.....	Division C.	3	O. S. Newell, Jr.....	12	10	22
	Division B.	3	F. A. Rising.....	14	9	23
	Division A.	3	Alphonso Johnson.....	14	11	25
Class IV.....	Division C.	4	Mary L. Goodrich.....	10	12	22
	Division B.	4	Henry D. Reaves.....	23	.....	23
	Division A.	4	G. C. W. Gamage.....	14	13	27
Class III.....		5	Bella H. Ransom.....	13	8	21
Class II..... {	Division D.	6	Albert P. Knight.....	.....	3	3
Arithmetic..... {	Division C.	6	.....	3	8	11
	Division B.	6	.....	11	10	21
	Division A.	6	D. E. Tillinghast.....	13	8	21
Arithmetic ... {	Division A.	6	.....	16	3	19
	Division B.	6	.....	5	3	8
Class I.....	Division B.	7	Jane T. Meigs.....	9	12	21
	Division A.	7	Mary T. Peet.....	15	10	25
The High Class..		8-10	Isaac Lewis Peet and E. I. Montgomery....	16	12	28
						446

The corps of professors and instructors amounted to twenty, including the Vice Principal, who, with the assistance of Miss. Montgomery, has had the charge of the High Class during the year, besides giving his attention and daily supervision to other classes.

Of these teachers, seven are speaking and hearing persons, and thirteen deaf-mutes, all of whom but one are graduates of the Institution. As above stated, the classes were not full, but still nearly four hundred were present to be examined. The same principle according to which in former years the pupils were divided into classes was observed during the past term.

THE JUVENILE CLASS

Was divided into four sections. Section D taught by Mr. Van Tassell, a deaf-mute, being composed of those pupils who had been received during the term and had been under instruction from one to eight months; Section C, in charge of Mr. Berry, a speaking teacher, of pupils of one year; Section B, under Miss Ensign, also a speaking teacher, of pupils of two years' standing; and Section A, taught by Mr. Conklin, a deaf-mute, of those who were in their third year at the Institution.

The attainments of the pupils in Section D were of different grades, as it comprised all the more recent pupils; some of whom had been but a few weeks under instruction, and all had lost much during their enforced absence from November to January. With the exception, however, of a few—being the latest received pupils—they could write their names and places of residence, give the singular and plural forms of nouns, combine the names of articles shown them with adjectives expressing the proper color, and form short sentences on given words.

In Section C nineteen pupils being present of one year's standing, the class gave us examples similar in character with the most advanced of those in the preceding section, but more varied in the number of words and adjectives. They had studied thirty-one of the elementary lessons, and their vocabulary of words, both nouns (names of familiar objects), and adjectives of color and form, was consequently much more extensive. They could all write their names and places of residence in well formed and perfectly legible characters. Their quick comprehension and readiness in writing, either from signs or from objects shown them, were remarkable.

Of the Division B, taught by Miss Ensign, there were seventeen present, who had been under instruction two years. In addition to the elementary lessons, of which they had studied sections eight to fifteen, and reviewed all the previous ones, they had been over the first four sections of the Scripture Lessons; they had learned also exercises in numeration and addition, the use of grammatical symbols, and had been exercised in writing letters once a month and original sentences on given words.

The examination of the class in these several studies evinced much painstaking and labour on the part of their teacher, and showed as favorable results as could be expected from a class embracing pupils of not very bright parts; whose mental capacity, thus far developed, did not appear to be of a high order. Among the children sent to the Institution from the counties under the law of 1863, there are many whose intellects seem to be dull and inert, who do not readily respond to the efforts made to awaken their mental faculties, and are therefore unpromising subjects and discouraging examples. Of these unfortunate ones Miss Ensign's class presented a large proportion, and the committee were satisfied that this lady had done the best that could be accomplished with such materials.

Division A., composed of twenty-three pupils of three years' standing, was under the charge of Mr. Conklin. There were nineteen present, of ages from 9 to 11 years, and a bright, intelligent and cheerful group they presented to the examiners. The experienced and skillful teacher, is shown in the quickness, close attention, accuracy and admirable drill, exhibited by this class. They had, besides reviewing the "elementary lessons" from the beginning, gone over twenty-four additional lessons, had been practiced in addition, and committed the addition table to memory. They had studied seven sections in part second of the scripture lessons, on the nature and attributes of God, the duties of man to his maker and fellow-creatures, etc., etc., and had practiced composition in short sentences and the principles of construction. They had also been exercised in letter-writing, the use of the crayon, and in penmanship. The writing of the pupils of this class was, with rarely an exception, easy and graceful, as exhibited both in their copy-books and on the slate. To test them in the construction of sentences, the word "horse" was given, and also the preposition "around." The noun was combined with an adjective, a verb, and preposition, and sentences correctly expressed as follows: "A black horse jumped over a fence." The word "around," however, seemed to puzzle them. Many wrote sentences giving the adjective "round," as, "That table is round." The teacher having by signs and the proper grammatical symbols explained the difference between the adjective and the preposition, as quick as thought the little fingers were busy at the slates, and such sentences as these were promptly and correctly written: "That girl is walking round a stool;" "Those children are sitting round a long table." Several sums in addition were given, and answered, generally, with correctness. To the question, "Where do cotton, flax and wheat grow?" the answer was promptly given by all, on the slates, "They grow on plants."

Their conceptions of God as Creator, omnipresent and omniscient, were given intelligently, and with great quickness, on the slates, in answer to questions.

Their teacher then related a short story in signs, and every pupil wrote it in words, without a moment's hesitation: "A small dog saw a brown rat. The dog ran after the rat. The dog caught and killed the rat." They had been practiced in this exercise only during the past six weeks.

CLASS VII.

Was in charge of Professor Morris, and included pupils of a more advanced age, but under instruction for less than a year. They had been under tuition only from four to seven months; though the instruction given them during the first two months was nearly lost by their absence from November to February. There were twenty-three pupils present, only two having failed to return when the exercises were resumed.

The progress this class had made was very suggestive as to the advantage to be derived from placing beginners with a skilled and experienced teacher. They could all write on the slate, in well-formed letters, their names, and places of residence, and also sentences embodying verbs, adjectives and nouns in both the singular and plural, according to grammatical symbols. In the Scripture Lessons, they had been through the first section, and had been taught the nature of the Deity and His attributes. In arithmetic, they had learned to write numbers in figures and words up to one hundred. They could do sums in addition of three figures with tolerable facility. Their penmanship was good, and, in fact, surprising, when the time given for it was considered, and that the pupils had never formed a letter previous to entering the Institution.

CLASS VI.

Was divided into two sections, B and A, the former under the instruction of Mr. W. H. Brennan, a deaf-mute, and the latter in charge of Miss A. E. Cooke, a speaking and hearing teacher. The pupils were of two years' standing. Of the twenty forming section B, four were absent, and those present had been under Mr. Brennan since February, that gentleman having been appointed to this class when the exercises were resumed. They had studied Dr. Peet's Elementary Lessons as far as section twelve, and of the Scripture Lessons seven sections, had been exercised in grammatical symbols, in addition of numbers up to sixty, and had practised in writing original sentences on given words and letters to their friends. Mr. J. R. Burnet, a deaf-mute of great intelligence, and whose services were freely given in the course of the examination, examined this class. They all wrote their names neatly and legibly. In reply to the question "Where do you live?" all wrote correctly, except one, who made the county and town change places, as "Middlesex, Amboy county, N. J."

The question was put, "What is your father's trade?" (The word that was new to them.) The majority of them, however,

wrote correct answers, in some instances, where the father was not living, giving the occupation of a brother, &c.

Different sentences were written on the slates by the pupils, embodying nouns, verbs and prepositions, with correct grammatical construction.

A story, new to the class, was related by signs, and given on the slates in words, as follows :

"A boy sees good apples on a tree. He will climb and pick them. He falls from the tree and breaks his leg."

Another.

"A boy sees a good apple on tree. He will climb, picks them. He falls from the tree and breaks his leg."

They were questioned by words and by signs, and very generally gave correct and well expressed answers on the slates and also by signs.

In the scripture lessons, questions were put to test their powers of distinction between the works of God and man.

"Who made this State?" All replied at once, "man."

"Did a man make trees?" No, sir, no, sir, "God made trees." To the question "Who made the sun?" the answer was promptly given, "God"—"God made the sun."

To the question "What other things did God make?" answers were given embracing quite a variety of the works of creation, such as, "rocks, the sun, the moon, the stars, sunshine, rain, snow, the earth, trees, the grass, the ground, &c."

The following sentences were written to give the use of the word "happy:" "An old bird is happy." "We will be happy to see our friends." "A good man is happy." "The souls of the good will be happy in heaven."

The question was put "What kind of fruit do you like best?" As the word "fruit" was new to the class, its meaning was explained by signs, and then answers were given, some preferring "a peach," some "apples," and others "oranges." One answered, "I love apples and oranges and plums and cherries."

Short sums were given in addition, which were answered correctly by some of the class, while to most the process of adding seemed difficult.

In Division A, of the twenty-three pupils originally composing the class, we found eighteen present, all seemingly anxious to be examined, and proud of their attainments. They had reviewed, from the beginning, the earlier portions of Dr. Peet's Elementary Lessons,

and had, besides, gone over sections sixteen to twenty-five, embracing the present and past participles ; the present, perfect and imperfect tenses ; the verbs, "to be" and "to have," and the impersonal verbs ; the pronoun, the definite article ; the possessive pronoun, and the possessive case of nouns ; quantity and fixed measure ; and they had also largely increased their vocabulary of names. In the scripture lessons, they had studied section five on God as the creator, and reviewed the preceding section. In arithmetic they had been practiced in addition and subtraction. The use of the grammatical symbols and parsing by them had been taught, and they had been exercised on the composition of sentences on given words and phrases and in letter writing once a month. The word "dog" was given to embody in a sentence. Correct, well expressed and nicely written sentences were soon shown upon the slates, such as, "A dog killed a poor rabbit." "The dog carried the rabbit to a boy."

To the question "Have you a soul?" the general answer was, "I have a soul."

"Does the soul die?" was answered by the following : "The soul will never die." "The body will die, the soul never dies."

To test their knowledge of the golden rule, the question "What must we do to others?" was written by the examiners, and it was promptly answered by many, "We must do to others as we wish others to do to us."

To the question "Who loves us always?" the answer was promptly written by all, "God loves us always."

Several sums in addition and subtraction were given, and though the process was, in some instances, rather slow and difficult, still the answers were correct. In the use of the grammatical symbols, examples were given and intelligently written on the slates.

The entire exercises of the class gave evidence of great quickness and intelligence among the pupils, and of thorough training and aptitude in the teacher.

CLASS V.

Was divided into three sections, C, B and A. Sections C and A were under the tuition of Mr. Newell and Mr. Johnson, respectively, both deaf-mutes, and section B in charge of Mr. Rising, a speaking and hearing teacher. The pupils have now finished their third year in the institution.

In section C, the studies covered Dr. Peet's elementary lessons, two sections, Infancy and Childhood in the first chapter of Dr. Peet's course of instruction; all of part I and six sections of part II of Scripture Lessons, on God, the creation, and the works of God; Adam and Eve, Cain and Abel, the flood, and the early patriarchs. The Lord's prayer and ten commandments had been committed to memory.

In arithmetic, Baldwin's table-book, simple addition and subtraction, together with multiplication, the latter only by a part of the class.

Composition by original sentences on phrases and words in the text-books and letter writing. The class was composed of twenty-two, of whom nineteen were present.

The exercises in the composition of sentences were much varied to show their knowledge of words and their correct use in the different forms of nouns, verbs, the tenses of verbs, adjectives, prepositions, &c. The phrase "have jumped over" was incorporated into the following sentences: "Some boys have jumped over a large stone." "A little boy has jumped over a dock, but he can swim in the river." "A pretty lady has jumped over a wide fence in the pleasant air."

Several other words, such as "have eaten," "pop-gun," "sling," "ball," &c., &c., were given, and sentences were written by the pupils in various forms, incorporating these words or some of them: "Some very rich people buy some apples and have eaten them." "Some boys have played with balls." "A little boy sometimes shoots with a pop-gun." "Some days ago, Master S. threw some stones with a sling." "Some large boys buy a hard ball for twenty-five cents; they carry it home and play with it." "A very sweet girl loves to dress a doll in sweet home," &c., &c.

From the Scripture Lessons, the story of Abraham being commanded to sacrifice Isaac, was given by a part of the pupils quite correctly. One boy wrote: "Abraham went to a mountain, and took Isaac; he had a knife, but he did not kill Isaac. He looked and saw a ram caught in a thicket by his horns; he sacrificed the ram instead of Isaac."

The exercises in arithmetic were necessarily omitted, owing to want of time. The class was, with but one or two exceptions, composed of uncommonly bright and intelligent pupils, and their several exercises on the slates were neatly written, and with a quick comprehension of the questions put. .

Of division B, there were only two pupils absent, and the class exhibited intelligence, general correctness in their answers, and a satisfactory advancement in the range of studies through which they had passed. The programme embraced the whole of the elementary lessons, six sections in the Scripture Lessons, exercises in addition, subtraction and multiplication, penmanship, and letter writing once a month.

Mr. Rising had practiced those of his class who were semi-mutes, in articulation, and the committee were much interested in the results. The utterance was, in several cases, quite distinct, and the tones not unpleasant. Sufficient was shown to convince the committee that no pains should be spared to keep up their knowledge of sounds and words, and to extend that knowledge, by practice and proper encouragement, among those pupils who retain even slight powers of articulation from having lost their hearing after learning to speak. The examination of this class was necessarily brief, owing to its having been unavoidably deferred until late in the last day; but the committee saw enough to satisfy them that the pupils were equally advanced with other classes of the same standing, and that their teacher, though having had but seven months' experience in another institution as a deaf-mute instructor, previous to his appointment at the beginning of the term, was laboring with skill and a gratifying degree of success.

In division A we found twenty-one pupils present, and all eager for our presence. Their studies were somewhat in advance of the other two sections, embracing sixty-six pages of the course of instruction; outlines of grammar, as an introduction to the future course of instruction in this branch of study; the five ground rules of arithmetic; composition of simple stories and formation of sentences; geography to a limited extent, and scripture lessons from section V to section XII, with a review from the beginning. Their names and places of residence were written on the slates with neatness and great facility in the use of the crayon. Their answers to the questions on the history of man, were promptly and correctly given. The adverb of comparison "than," was given to test their knowledge of its use, and the following sentences were written on the slates: "Peaches are better than potatoes." "A baby is more ignorant than a child." "Mr. J. can write better than the pupils in this room," &c., &c.

The exercises in grammar and the use of the symbols were also satisfactory. In arithmetic and geography they proved by their written answers, that they had been well grounded in the rudiments.

An incident was related, by the examiner, to the class by signs, and written out on the slates in their own language: "Rev. Thos. G. rose this morning and found a little mouse in a trap in his bedroom. He gave it to his servant, and she drowned it in a pail of water."

CLASS IV.

Composed of pupils of four years' standing, was divided into three sections, under the charge of three deaf mute teachers, Miss Goodrich, and Messrs. Reaves and Gamage. The range of studies has been the same in each division, with more or less advancement, according to the intellectual powers of the respective pupils, including Dr. Peet's course of instruction—the first four rudiments of arithmetic, composition of sentences and scripture lessons. Though there were in each of these classes some pupils whose mental capacity was inferior to the average, in all, the evidences of progress, of the development of mind, and of the imparting of knowledge, were highly satisfactory. The welcome to the examiners in all these classes, was expressed in pleasing and correct language, evincing interest in their studies, a warm attachment to their teachers, and the most grateful feeling towards the Directors. In Class C, a pupil wrote, "We are happy to see you; we hope that we will be successful in our examination; we are glad to see Mr. Peet, our Principal; we hope that you will be pleased with him."

Master West, of Class B, expressed his welcome thus: "This morning the examiner has come into this school room; I have much pleasure in seeing him; he examines me; I always try to study my studies well, and I hope that I will improve very fast within a very few years; I am very thankful to the examiner, and pray to God to bless him; he labors for the benefit of this institution."

Their description of animals were, in most instances, correct, and in several cases original.

A pupil in Class B, writing of the sheep, said "The sheep's wool is used to make cloth; he is about six times as large as a lamb; his flesh is good to eat; people often wash and shear him every June; his good wool is worth more than that of a goat." Another

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The description of the model of life as given by a friend of mine I was very enjoying. But as a thinking model, the whole was beautiful and there will pass the words are given with respect to the things are now in progress. I am happy to see them. I could see many the flies shining in the dark as if a thousand lights were flashing under clouds of smoke. The many people like to hear the voice of the wind-blowing will, and the clouds above love to go in the clouds where they swim and fly and want to be caught in the water. The market is well supplied with vegetables and flowers and milk around in the city. The people are happy.

The exercises in arithmetic in the *Shu-ching* are arranged in the ascending order of difficulty, and are divided into three parts: the first, *Shu-ching* (算術), the second, *Shu-ching* (算術), and the third, *Shu-ching* (算術).

Case IX.

Was composed of the pupils of five years standing who had been taught during the term by Mrs. Bennett a female teacher. There were twenty pupils present. They had studied Goodrich's History of the United States, pp. 1 to 28 inclusive; Mitchell's Primary Geography; in the Bible, three chapters of the gospel of St. Matthew; arithmetic, addition; composition, &c. &c.

The words of welcome with which this very intelligent and well-drilled class greeted the committee, were admirably written and gracefully expressed. The exercises, as prescribed by their range of studies, were all performed, with but few exceptions, accurately and quickly. The writing, free, easy and graceful, and the evidences of thought and diligent study abundant. To test their knowledge of the chapters they had studied in the New Testament, each pupil was requested to write on the slate a verse according to the preference of each. Their selection, in nearly every case, showed a deep interest in the history of the birth of our Saviour, and the early events of his life, as related by St. Matthew. There were two divisions of

CLASS II,

B and A, taught respectively by Messrs. Knight and Tillinghast, deaf mutes. They were also subdivided under the same teachers, according to their knowledge of arithmetic. Division B, originally twenty-one, in number, owing to the failure of many to return after the sickness, numbered but eleven present at the examination. Of division A, there were fifteen present out of twenty-one. These pupils had been under instruction six years, including the term just closed. Their studies included History of the United States, Geography, Peter Parley's General History, Composition and Letter-writing, several Chapters of the Gospel of St. Matthew, and Grammar, with the use of the symbols. In Arithmetic, the more advanced pupils had studied fractions, while others, having made less progress, had been drilled in the ground rules as far as long division.

In the history of the United States perfect familiarity was evinced with all the leading events given in the portions they had studied. In writing of the Revolution, one wrote of our fore-fathers that "They were forced to make nobly the Colonies free and independent, and to drive the British from this land." To the question, "Why was Washington made President?" the answers given were "For he loved our country. He had served her during the Revolutionary war;" "Because he was a great general;" and "He was first in war, first in peace," &c., &c.; "Because he was the kindest and most benevolent man in the United States." When asked "Who was General Arnold?" quick as thought the answers were dashed off on the slates: "A traitor;" "He was a disgraceful traitor;" "He was one of the bravest generals, but he became a very abject traitor;" &c., &c.

In general history and geography, accurate and intelligent answers were given by most pupils of both classes. Of Japan one pupil wrote: "Japan consists of several islands, of which the largest is called Nippon. It contains about thirty millions of inhabitants. Japan produces great quantities of tea and rice. Its Emperor is called Tycoon. They are almost given up to idolatry. Their appearance and manners and customs are like those of the Chinese." Of lakes and seas, one wrote: "Lake is sweet water;" another, "A lake is a body of water nearly or quite surrounded by land; it is usually fresh;" "Oceans and seas always have salt water, but lakes usually have fresh water."

Of the United States, a single State was assigned to each at ran-

dom, to write a description of its situation, its productions, climate, &c., &c. Of Louisiana a pupil wrote, "Louisiana is bounded on the north by Arkansas, on the east by Mississippi, on the south by the Gulf of Mexico, and on the west by Texas. This State is very fertile. There are fine plantations of cotton in the State. There is an abundance of maple sugar; (a confusion here shown as to sugar from cane and the maple tree); the climate of the State is very mild. In Louisiana the commerce is extensive. New Orleans is the chief city, and is one of the most important towns in the United States."

In the lessons on the chapters of the New Testament their proficiency was remarkable; whole verses being written accurately, correct in spelling and in each word. One pupil in class A. wrote on his slate the Lord's prayer without the mistake of a letter, and very legibly.

Their exercises in arithmetic were given, in most instances, without the book; and presented to them in such ways as to test their quickness of comprehension as to the process to be followed, and their readiness in calculation. In most cases, the test was promptly met, and correct answers returned.

CLASS I.

There were two divisions of this Class, made up of pupils of seven years' standing; division B. under the instruction of Miss Meigs, and division A. taught by Mrs. Mary T. Peet, a deaf-mute. The committee found in Miss Meigs' class-room fifteen pupils present, the class numbering twenty-one at the commencement of the term. The studies pursued by the pupils were Parley's Universal History,—twenty-three chapters having been committed to memory and reviewed,—the first four rules of arithmetic, together with vulgar fractions; portions of the Gospel of St. Matthew, including some of the events in the life of our Saviour, some of the miracles and of the parables, the Lord's prayer and the ten commandments; Thomas' First Lessons in Book-keeping; grammar and composition.

The addresses of welcome on the slates were all neatly written, pleasing in their modes of expression, correct in grammar and spelling, with but few exceptions. The following were copied from the slates:

"This charming morning we enjoy a pleasant visit from Mr. Strong and Mr. Keyes, who have just come into this school for the purpose of examining us by questions. We wish you would not be too hard to examine us, but we will try to succeed. We have

studied Parley's History, the Bible, book-keeping, arithmetic, grammar and composition."

Another wrote, after pleasant words of greeting: " * * * I wish to ask a favor of the committee: that you will not be hard to examine us. I am going to tell you that we are very thankful to our Heavenly Father for his kindness in releasing us from darkness. When some pupils will graduate from this great and noble Institution they may be happy and useful in society."

A bright and intelligent young lady wrote: " * * * Before the pupils came here their minds were obscured by ignorance and darkness; now they begin to understand."

Cards were distributed at random among the class, denoting in each case a different subject taken from their history lessons. Each pupil at once turned to the slate and gave with rapid fingers a short but well expressed account of the subject, rarely committing any error either in statement, in grammar or spelling.

The verses from the Bible were written in most instances memoriter, though occasionally there were instances in which the writer used his or her own language; giving, however, the ideas and events correctly. The beatitudes from the fifth chapter of St. Matthew seemed very general favorites.

Sums in the different rules of arithmetic were given, and generally worked out correctly but slowly. The different processes in working out numbers are with deaf-mutes, in most cases learned with much labor, and are not acquired with the same facility as by those who have not lost speech and hearing. The sentences given on the slates, exhibiting their progress in grammar and composition, were mainly accurate and clear in expression, correct in spelling, and neat in writing.

Of the twenty-five pupils originally composing Division A, in charge of Mrs. Peet, we found nineteen present. They had studied, during the term, sixteen sections of Barber's Elements of Modern History, and the accounts of the most important events in that portion extending from the reign of Constantine to the settlement of North America; in astronomy, the theory of the form and rotation of the earth and heavenly bodies, the dimensions of the solar system, and a description of the sun and the planets; in arithmetic, they had gone through Colburn's Mental Arithmetic; and in book-keeping, they had written out the exercises in the first, second and third parts of Thomas' System. They had, during the term, practiced daily the composition of original sentences

on the principal words occurring in their lessons, and occasionally written more extended composition, on subjects chosen either by themselves or their teacher. They had committed to memory chapters x. to xiv. inclusive of the Gospel of St. Matthew. The exercises were commenced by each pupil writing his or her name on the slate appropriated to each : the writing was free, bold and distinct, showing great facility in the use of the crayon and graceful ease in the characters. Commencing with history, the examining committee proposed at random from the text-book such questions as were calculated to test their knowledge and understanding of what they had studied. Among some of the answers to questions, the following were taken from the slates :

Q. What was the state of the world at the time our Saviour was born ?

A. Our Saviour came into the world when universal peace prevailed ; the temple of Janus in Rome being shut, which was always open in time of war.

Q. What effect has the coming of our Saviour had upon mankind ?

A. It has altered the aspect of all human affairs, and when the true spirit of His religion shall prevail, this world will become a paradise.

Q. What does the history of the Romans teach us ?

A. The history of the Romans fully shows that if the morals of a nation be corrupt, freedom and liberty will cease to exist, no matter what may be its form of government.

Q. Who was Wickliffe ?

A. He was born in 1324 and was professor of divinity at Oxford. He translated the Bible into English for the use of the common people, and by his actions and writings did so much to prepare the way for the reformation of Martin Luther that he is called the "Morning Star of the Reformation."

The following questions on astronomy with the answers written unhesitatingly, and taken from among many others of equal merit, will serve to illustrate their proficiency in this branch.

Q. What is Astronomy ?

A. It is that science which teaches us the names, forms and movements of the heavenly bodies.

Q. How are the heavenly bodies classified ?

A. Into the sun, moon and stars.

Q. Of what heavenly bodies does the solar system consist ?

A. Of the sun and the planets which revolve around him.

Q. What is the part performed by the sun in the solar system?

A. The sun by his powerful attraction draws the planets incessantly out of the straight course they would otherwise pursue into a circle, thus maintaining them in their orbits; and he dispenses to all of them the genial influences of light and heat.

Q. How does the earth compare with the moon in size?

A. The earth is fifty times larger than the moon.

Q. Does the moon revolve on its axis?

A. It does, and at the same rate that it revolves around the sun, so that the same side of the moon is always turned towards the earth, and consequently we never see the other side.

The explanation of the moon's phases and of the phenomena of tides and of eclipses, the numbers, motions and positions of the planets were also given promptly and intelligently.

To test their readiness and knowledge in arithmetic, a sum was given, involving all the processes of addition, subtraction, multiplication and division, which were correctly worked out with more or less rapidity, according to the mental capacity of each.

In mental arithmetic some of the boys were remarkably quick.

Many examples might be given; one or two will suffice.

There is a pole $\frac{1}{3}$ and $\frac{1}{2}$ under water, and 10 feet out, how long is the pole? Ans. 60 feet.

Process— $\frac{1}{2}$ and $\frac{1}{3}$ are $\frac{5}{6}$, therefore 10 feet must be $\frac{1}{6}$ of the whole, and $6 \times 10 = 60$.

At six dollars a week, how many months board can I have for 100 dollars? Ans. $4\frac{1}{3}$.

Process—There are four weeks in a month, therefore I must pay 24 dollars for one month's board, and 100 divided by 24 equals $4\frac{1}{3}$; reduced to its lowest terms $4\frac{1}{3}$.

Their copies of Thomas' system of book-keeping were very creditable.

Their examination in those parts of the Bible which they had studied, gave evidence of something beyond mere retentive memory.

The replies to the question, "What is your favorite verse among those you have learned?" gave an insight into their individual tastes and characters, as well as evidence that what they had committed to memory had also left its impress on the heart.

"Come unto me, all ye that labor and are heavy laden, and I will give you rest."

"Take my yoke upon you, and learn of me, for I am meek and lowly in heart, and ye shall find rest unto your souls; for my yoke is easy and my burden is light."

"The blind receive their sight, and the lame walk, the lepers are cleansed, *and the deaf hear*, the dead are raised up, and the poor have the gospel preached to them."

"For whosoever shall do the will of my Father, which is in Heaven, the same is my brother, and sister, and mother."

The compositions of this class submitted to the examiners, showed, as far as they could look through them in their limited time, a considerable degree of originality of thought, and correct comprehension of the subject treated in each case, expressed in proper language, with a good command and graceful use of words. The committee closed the exercises in this class-room by expressing in a few words, written at the moment, their gratification at the excellence of the examination the pupils had passed, and their high appreciation of the thoughtful labor and fine talent displayed by their teacher in her instruction of the class.

THE HIGH CLASS.

The committee were present at intervals, at the examination of this class; but having specially invited the Rev. Dr. Ewer to perform this interesting duty, they left the work entirely in his hands, with the assistance of the Vice Principal. They refer to the full and able report by that gentleman, which accompanies this, for details of the exercises performed by the pupils of this class. From what they witnessed themselves, they feel justified in adding their testimony to the excellent scholarship, admirable training, and deep interest in their studies evinced by this class throughout.

Report OF THE REV. F. C. EWER, D. D., EXAMINER OF THE HIGH CLASS.

The undersigned, having been appointed to examine the High Class, respectfully reports that the examination commenced at about 11 A. M., and, with the exception of a brief interval for dinner, continued till nearly six o'clock, P. M.

Not being aware that a detailed written report would be expected of him, the undersigned took no notes during the day, and, now that several months have elapsed, labors under the difficulty of an indistinct remembrance as to particulars. There was, however, a running fire of questions suggested by the topic of the moment, and of answers, marked by a freshness of thought and by a general correctness, which were a constant source of surprise to him. The result of the examination would have done credit to any high school he has ever visited. He regarded it not only as a test of the mental training and acquirements of the pupils, but as establishing, also, the more important fact that their instructor, Mr. I. L. Peet, has abilities in his profession, both natural and acquired, of a very rare order of merit. A given class may pass a successful examination, owing mainly to an unusual ability among its members, but an able teacher will do the best possible with every class that may come under his care.

The class under notice consisted of sixteen males and twelve females, four of the males and one of the females being absent. The members were unequal in their attainments, owing partly to difference in mental ability, but mostly to the fact that some had been connected with the class for one year only, while others had had a standing of two years, and still others of three; equivalent, as your examiner was informed, to eight, nine or ten years in the institution.

The studies of the whole course in this department of the school consist of arithmetic, algebra, grammar, rhetoric, logic, vegetable

physiology, natural philosophy, chemistry, intellectual and moral science, and the Bible. With the exception of the mathematical studies, these branches are so distributed among the years, that the pupils, although some graduate and others enter the same year, may pursue the same studies at the same time; the effect being that pupils of different years complete the course at different times.

During the year which closed with the present examination, the class had studied arithmetic, with special reference to the philosophy of vulgar fractions, and to a new system of enumeration devised by Mr. Peet, also algebra, natural philosophy, rhetoric, moral science, and the Gospel according to St. John.

On entering the examination room, the undersigned was introduced to the class by Mr. Peet. The young ladies and gentlemen, in compliance with a request from their instructor, rose from their seats, and passing to the blackboards which line the four sides of the room, addressed their examiner, each with a fluently written and well worded greeting. The diversity of thought and expression which came out, under the flying pencils of chalk around the room, showed that the exercise was *ex tempore*. Doubtless the pupils had been in the habit of thus greeting a stranger, by addressing him from their blackboards; but though the custom was familiar to them, the manner in which it was performed in this instance, the thoughts expressed, the allusions to the incidents of the moment, were all clearly unpremeditated. There is no one who does not remember the plague and the tribulation of "composition day," the headaches, the infinite pains-taking, and finally the one or two pages of thin thought on "The horse," or "The pleasures of country life," to which, each fortnight, he gave laborious birth. But here were twenty-three excellent "compositions," fresh, readable, each quite lengthy, and dashed off with current chalk. When it is borne in mind that scholars in ordinary schools have a tolerable knowledge of spoken English on entering, while with these mutes the very first step, before even the rudiments of the common English branches can be taken up, is to teach them our language, a word at a time, as a vehicle of thought to the world; and in addition to this, the sign language, as a vehicle of thought to each other—a language as different from the English in phrase and structure as is the Chinese; this facility of composition to which the members of the class under examination had been brought, in the brief space of eight, nine or ten years,

of itself establishes "The New York Institute for the Deaf and Dumb" as a dangerous competitor for high prizes among the gymnasia of our country. Here and there, there was a word spelled wrong; but Mr. Peet had but to put his finger upon such a word, when in every instance it was at once corrected. One of the young ladies trusted that the undersigned would be "lenient in his examination, and open out what she knew as delicately as that morning's sun was opening the flower buds upon the hill-sides." A very dainty conceit.

The undersigned was supplied by Mr. Peet with a copy of one of these "greetings." He thought at the time that it was presented as a curiosity or a memento of the occasion; but he takes pleasure in putting it to a better use even, by incorporating it into this report as follows, viz.:

"This lovely June morning we have the happiness of extending a welcome, as cordial as words will allow, to the committee of examination, of which Mr. Strong is the chairman; and, also, especially to Rev. Mr. Ewer, our examiner, and to Hon. E. Brooks. The occasion which calls us to our slates this morning, is of no less interest to ourselves than we hope it will be to our examiner. I cannot say that we are on the same level with hearing persons, for our lost sense prevents it, but I can say that we fully appreciate the advantages of education, which noble institutions like these give, and we will try to do our best. We will leave it to our examiner to decide whether deaf mute education is as visionary now as it was considered years ago. Then, men scorned the idea of teaching a mute, as much as we do now the finding of the Philosopher's stone. But God never forgets his creatures, and so "He maketh both the deaf to hear and the dumb to speak," not, indeed, in the same sense as those of old were, by a touch of Jesus' hand, but in an entirely different way, that is, by making the eye do the office of the ear, and the hand that of the tongue. His ways are strange we know, but "He doeth all things well." Here the young lady's slate was full and she wrote no more.

The undersigned was now led to ask Mr. Peet whether the sign-language, like all other living languages, had a growth; whether it was slowly attaining to greater complexity and finish, and, especially, whether it enabled the mutes to convey ideas to each other, with any of that precision which synonyms permit of in English. This led to an exceedingly interesting exercise. At a given signal from Mr. Peet, the members of the class all faced

towards us. Mr. Peet then rapidly gave them in the sign-language, a number of synonyms, at the suggestion of the examiner, such as "conceal" and "dissemble," "antipathy" and "hatred." In every instance, the proper English word was written upon the board in answer to the sign. In order to test their knowledge of the nice distinctions in the meaning of such synonyms, the undersigned selected one young lady—Miss Isabel Vandewater, and asked her if she could tell the difference between courage and fortitude. After a moment's thought, the following was the reply she wrote, viz: "At first thought the meaning of these words seemed similar, but on a little reflection we shall observe a difference. Courage means to defy danger and troubles; fortitude enables us to bear hardships and trials with patience. A soldier may have courage to meet the enemy, but he may have little fortitude to bear wounds. When both these qualities are united, the man is a true soldier in every sense of the word."

She was then asked which sex excels in fortitude, and which in courage? Her answer was: "I am asked which sex excels in courage, and which in fortitude. Though the gentleman may not agree with me, I can say that courage belongs to man, and fortitude to women."

Something had been remarked in relation to the human senses. The class were asked how many senses there were. Below is the answer written by Miss Vandewater, viz:

"Five—sight, hearing, taste, smell and feeling. Of these hearing is the most precious to some, but with us sight is far the dearest. Addison has said, and rightly too, that it converses with its objects at the greatest possible distance, and continues the longest in action without being tired and satiated with its proper enjoyments. The next most precious sense to us is feeling, for it is the only means by which vibrations of sound reach us."

In order to test the powers of independent thought, the class were asked whether there was not something else with which man was endowed, besides the five senses mentioned, enabling him to gain intelligence of the qualities of substances around him, and which might, perhaps, with propriety, be called a sixth sense. Every pupil was at once at thought. The abstraction of mind, the sedateness of expression, the power of mental concentration which each displayed during the considerable pause that followed, was worth, as an evidence of intellectual training, a dozen correct answers. Finally, to aid them, the question was asked, whether,

strictly speaking, the sense of touch conveyed to us an impression of the weight of different bodies? The answer was, "No; but of heat and cold, of roughness and smoothness, etc. On the examiner's suggesting, through Mr. Peet, the phrase "the sense of muscular resistance," every eye caught fire, every head nodded quick assent, and one or two of the pupils turned round with a gesture, as much as to say "Why didn't I think of that at once."

By this time examiner and class had become acquainted and somewhat familiar with each other; all diffidence had vanished, and the work before us was fairly entered upon.

Arithmetic was the first study to be taken up according to the programme. The class was to be examined with special reference to the philosophy of vulgar fractions. Very many examples were performed upon the board, and in every case with exactness. Such further questions as were put by the undersigned, were given with a view to discover whether the pupils understood the reasons for the rules in accordance with which they worked. The details have passed from his memory; but the following questions are given to illustrate the turn which the examination took upon itself. For instance, in division, *why* do you invert the divisor and proceed as in multiplication? Why does multiplying the numerator produce the same effect as dividing the denominator? In adding two or more fractions together, why would you not add the numerators together for a new numerator, and the denominators together for a new denominator? In multiplying by a fraction, is the product greater or less than the multiplicand; and why should it not be greater as in the case of multiplying by whole numbers? It will suffice to say, that only in one instance did the examiner receive deliberate answer, "Because it is the rule;" which instantly waked an unmistakeable merriment throughout the rest of the class. After this long, interesting and successful trial, Mr. Peet exhibited a new system of enumeration, devised by himself, by which, through signs of great simplicity, he was enabled so to convey, to the minds of the mutes, numbers of enormous magnitudes, that as the signs indicating those numbers flowed from his hand, the pupils immediately wrote the numbers on their boards. In one instance the number contained over fifteen periods of figures.

Algebra was the next study taken up. One of the pupils had completed Davies' Bourdon, and studied three books in Legendre. Questions had been prepared by Mr Peet, on cards, involving the

principles of fractions, equations of the first degree, and the Binomial Theorem. These, the undersigned distributed by lot, and if memory serves him, they were performed correctly in every instance. He then proceeded to ascertain whether the class understood the principles of the Elementary rules. The following questions were asked, and others of similar purport, viz: "In algebraic addition, is the sum of two or more numbers always greater than either of the numbers to be added together?" Individuals in the class answered this correctly, and one of the pupils gave answer in response to the next question, "Why is it some times less?" "Because in algebra, addition is some times merely subtraction." "In subtraction, why do you change the signs of the polynomial to be subtracted?" The replies given showed an equally thorough comprehension of the matter. "In multiplication, why does minus into plus give minus, and why does minus multiplied by minus, give plus?" Several of the pupils gave correct replies. When, however, they were asked, "But can you strictly say that minus can be multiplied by plus, or any abstract sign by another?" they did not seem to catch the idea, nor to understand the matter when it was explained. Similar questions were asked and successfully answered in division. The undersigned then passed to the subject of exponents, and the freeing of equations and fractions from negative exponents. One pupil, (Miss Vandewater) answered very understandingly. Questions were then put on the theory and use of logarithms, and on fractional expressions in which 0 and ∞ enter as a numerator or denominator. These were addressed to the young gentleman who had completed the study of Bourdon, the other pupils gathering around his board and watching his answers with the deepest interest. By taking 8 as a base of a logarithmic series instead of 10, and questioning the pupil under that supposition, the undersigned found that he had mastered the whole theory of logarithms. The pupil was at first a little puzzled by the questions involving the terms 0 and ∞ , but slight suggestions by way of help, brought out the fact that he possessed a very quick mathematical apprehension.

Time was, when by the popular mind deaf mutes were regarded as wanting in mental ability, and when institutions in which they were gathered, were called asylums. But this misapprehension is happily dispelled from the minds of the intelligent portion of the community, and the day is near when all will understand that

The exercises in grammar and the use of the symbols were also satisfactory. In arithmetic and geography they proved by their written answers, that they had been well grounded in the rudiments.

An incident was related, by the examiner, to the class by signs, and written out on the slates in their own language: "Rev. Thos. G. rose this morning and found a little mouse in a trap in his bedroom. He gave it to his servant, and she drowned it in a pail of water."

CLASS IV.

Composed of pupils of four years' standing, was divided into three sections, under the charge of three deaf mute teachers, Miss Goodrich, and Messrs. Reaves and Gamage. The range of studies has been the same in each division, with more or less advancement, according to the intellectual powers of the respective pupils, including Dr. Peet's course of instruction—the first four rudiments of arithmetic, composition of sentences and scripture lessons. Though there were in each of these classes some pupils whose mental capacity was inferior to the average, in all, the evidences of progress, of the development of mind, and of the imparting of knowledge, were highly satisfactory. The welcome to the examiners in all these classes, was expressed in pleasing and correct language, evincing interest in their studies, a warm attachment to their teachers, and the most grateful feeling towards the Directors. In Class C, a pupil wrote, "We are happy to see you; we hope that we will be successful in our examination; we are glad to see Mr. Peet, our Principal; we hope that you will be pleased with him."

Master West, of Class B, expressed his welcome thus: "This morning the examiner has come into this school room; I have much pleasure in seeing him; he examines me; I always try to study my studies well, and I hope that I will improve very fast within a very few years; I am very thankful to the examiner, and pray to God to bless him; he labors for the benefit of this institution."

Their description of animals were, in most instances, correct, and in several cases original.

A pupil in Class B, writing of the sheep, said "The sheep's wool is used to make cloth; he is about six times as large as a lamb; his flesh is good to eat; people often wash and shear him every June; his good wool is worth more than that of a goat." Another

in Class C, wrote "The rat is larger than the mouse; it is an inhabitant of the cellar of the old house; it can gnaw the hole of a barrel with its sharp teeth to eat for food; when a puss comes near a mouse, the mouse runs as soon as it can; it is fond of eating cheese, cake, &c."

The description of the month of May, as given by a pupil of class A, was very graphic: "May is a pleasant month; the fields are beautiful and green with grass; the woods are green with leaves; the lilacs are now in blossom; I am happy to see them; I often see many fire flies shining in the dark, as if a thousand boys were flashing single grains of gunpowder; many people like to hear the voice of the whip-poor-will; geese and ducks often love to go to the brooks, where they swim and dive and seem to be happy in the water; the market is well supplied with vegetables, and butter and milk abound in the dairy; fresh eggs too are plentiful."

The exercises in arithmetic, in the composition of sentences, and in the scripture lessons, were indicative of the same thoroughness and skill on the part of the teachers, and of progress on the part of the pupils.

CLASS III,

Was composed of the pupils of five years' standing, and had been taught, during the term, by Miss Ransom, a deaf mute teacher. There were twenty pupils present. They had studied Goodrich's History of the United States, lessons 16 to 28 inclusive; Mitchell's Primary Geography; in the Bible, three chapters of the gospel of St. Matthew; arithmetic, as far as fractions; composition, &c., &c.

The words of welcome with which this very intelligent and well-drilled class greeted the committee, were admirably written and gracefully expressed. The exercises, as prescribed by their range of studies, were all performed, with but few exceptions, accurately and quickly. The writing, free, easy and graceful, and the evidences of thought and diligent study abundant. To test their knowledge of the chapters they had studied in the New Testament, each pupil was requested to write on the slate a verse according to the preference of each. Their selection, in nearly every case, showed a deep interest in the history of the birth of our Saviour, and the early events of his life, as related by St. Matthew. There were two divisions of

CLASS II,

B and A, taught respectively by Messrs. Knight and Tillinghast, deaf mutes. They were also subdivided under the same teachers, according to their knowledge of arithmetic. Division B, originally twenty-one, in number, owing to the failure of many to return after the sickness, numbered but eleven present at the examination. Of division A, there were fifteen present out of twenty-one. These pupils had been under instruction six years, including the term just closed. Their studies included History of the United States, Geography, Peter Parley's General History, Composition and Letter-writing, several Chapters of the Gospel of St. Matthew, and Grammar, with the use of the symbols. In Arithmetic, the more advanced pupils had studied fractions, while others, having made less progress, had been drilled in the ground rules as far as long division.

In the history of the United States perfect familiarity was evinced with all the leading events given in the portions they had studied. In writing of the Revolution, one wrote of our fore-fathers that "They were forced to make nobly the Colonies free and independent, and to drive the British from this land." To the question, "Why was Washington made President?" the answers given were "For he loved our country. He had served her during the Revolutionary war;" "Because he was a great general;" and "He was first in war, first in peace," &c., &c.; "Because he was the kindest and most benevolent man in the United States." When asked "Who was General Arnold?" quick as thought the answers were dashed off on the slates: "A traitor;" "He was a disgraceful traitor;" "He was one of the bravest generals, but he became a very abject traitor;" &c., &c.

In general history and geography, accurate and intelligent answers were given by most pupils of both classes. Of Japan one pupil wrote: "Japan consists of several islands, of which the largest is called Nippon. It contains about thirty millions of inhabitants. Japan produces great quantities of tea and rice. Its Emperor is called Tycoon. They are almost given up to idolatry. Their appearance and manners and customs are like those of the Chinese." Of lakes and seas, one wrote: "Lake is sweet water;" another, "A lake is a body of water nearly or quite surrounded by land; it is usually fresh;" "Oceans and seas always have salt water, but lakes usually have fresh water."

Of the United States, a single State was assigned to each at ran-

dom, to write a description of its situation, its productions, climate, &c., &c. Of Louisiana a pupil wrote, "Louisiana is bounded on the north by Arkansas, on the east by Mississippi, on the south by the Gulf of Mexico, and on the west by Texas. This State is very fertile. There are fine plantations of cotton in the State. There is an abundance of maple sugar; (a confusion here shown as to sugar from cane and the maple tree); the climate of the State is very mild. In Louisiana the commerce is extensive. New Orleans is the chief city, and is one of the most important towns in the United States."

In the lessons on the chapters of the New Testament their proficiency was remarkable; whole verses being written accurately, correct in spelling and in each word. One pupil in class A. wrote on his slate the Lord's prayer without the mistake of a letter, and very legibly.

Their exercises in arithmetic were given, in most instances, without the book; and presented to them in such ways as to test their quickness of comprehension as to the process to be followed, and their readiness in calculation. In most cases, the test was promptly met, and correct answers returned.

CLASS I.

There were two divisions of this Class, made up of pupils of seven years' standing; division B. under the instruction of Miss Meigs, and division A. taught by Mrs. Mary T. Peet, a deaf-mute. The committee found in Miss Meigs' class-room fifteen pupils present, the class numbering twenty-one at the commencement of the term. The studies pursued by the pupils were Parley's Universal History,—twenty-three chapters having been committed to memory and reviewed,—the first four rules of arithmetic, together with vulgar fractions; portions of the Gospel of St. Matthew, including some of the events in the life of our Saviour, some of the miracles and of the parables, the Lord's prayer and the ten commandments; Thomas' First Lessons in Book-keeping; grammar and composition.

The addresses of welcome on the slates were all neatly written, pleasing in their modes of expression, correct in grammar and spelling, with but few exceptions. The following were copied from the slates:

"This charming morning we enjoy a pleasant visit from Mr. Strong and Mr. Keyes, who have just come into this school for the purpose of examining us by questions. We wish you would not be too hard to examine us, but we will try to succeed. We have

studied Parley's History, the Bible, book-keeping, arithmetic, grammar and composition."

Another wrote, after pleasant words of greeting: " * * * I wish to ask a favor of the committee: that you will not be hard to examine us. I am going to tell you that we are very thankful to our Heavenly Father for his kindness in releasing us from darkness. When some pupils will graduate from this great and noble Institution they may be happy and useful in society."

A bright and intelligent young lady wrote: " * * * Before the pupils came here their minds were obscured by ignorance and darkness; now they begin to understand."

Cards were distributed at random among the class, denoting in each case a different subject taken from their history lessons. Each pupil at once turned to the slate and gave with rapid fingers a short but well expressed account of the subject, rarely committing any error either in statement, in grammar or spelling.

The verses from the Bible were written in most instances memoriter, though occasionally there were instances in which the writer used his or her own language; giving, however, the ideas and events correctly. The beatitudes from the fifth chapter of St. Matthew seemed very general favorites.

Sums in the different rules of arithmetic were given, and generally worked out correctly but slowly. The different processes in working out numbers are with deaf-mutes, in most cases learned with much labor, and are not acquired with the same facility as by those who have not lost speech and hearing. The sentences given on the slates, exhibiting their progress in grammar and composition, were mainly accurate and clear in expression, correct in spelling, and neat in writing.

Of the twenty-five pupils originally composing Division A, in charge of Mrs. Peet, we found nineteen present. They had studied, during the term, sixteen sections of Barber's Elements of Modern History, and the accounts of the most important events in that portion extending from the reign of Constantine to the settlement of North America; in astronomy, the theory of the form and rotation of the earth and heavenly bodies, the dimensions of the solar system, and a description of the sun and the planets; in arithmetic, they had gone through Colburn's Mental Arithmetic; and in book-keeping, they had written out the exercises in the first, second and third parts of Thomas' System. They had, during the term, practiced daily the composition of original sentences

on the principal words occurring in their lessons, and occasionally written more extended composition, on subjects chosen either by themselves or their teacher. They had committed to memory chapters x. to xiv. inclusive of the Gospel of St. Matthew. The exercises were commenced by each pupil writing his or her name on the slate appropriated to each : the writing was free, bold and distinct, showing great facility in the use of the crayon and graceful ease in the characters. Commencing with history, the examining committee proposed at random from the text-book such questions as were calculated to test their knowledge and understanding of what they had studied. Among some of the answers to questions, the following were taken from the slates :

Q. What was the state of the world at the time our Saviour was born ?

A. Our Saviour came into the world when universal peace prevailed ; the temple of Janus in Rome being shut, which was always open in time of war.

Q. What effect has the coming of our Saviour had upon mankind ?

A. It has altered the aspect of all human affairs, and when the true spirit of His religion shall prevail, this world will become a paradise.

Q. What does the history of the Romans teach us ?

A. The history of the Romans fully shows that if the morals of a nation be corrupt, freedom and liberty will cease to exist, no matter what may be its form of government.

Q. Who was Wickliffe ?

A. He was born in 1324 and was professor of divinity at Oxford. He translated the Bible into English for the use of the common people, and by his actions and writings did so much to prepare the way for the reformation of Martin Luther that he is called the "Morning Star of the Reformation."

The following questions on astronomy with the answers written unhesitatingly, and taken from among many others of equal merit, will serve to illustrate their proficiency in this branch.

Q. What is Astronomy ?

A. It is that science which teaches us the names, forms and movements of the heavenly bodies.

Q. How are the heavenly bodies classified ?

A. Into the sun, moon and stars.

Q. Of what heavenly bodies does the solar system consist ?

A. Of the sun and the planets which revolve around him.

Q. What is the part performed by the sun in the solar system?

A. The sun by his powerful attraction draws the planets incessantly out of the straight course they would otherwise pursue into a circle, thus maintaining them in their orbits; and he dispenses to all of them the genial influences of light and heat.

Q. How does the earth compare with the moon in size?

A. The earth is fifty times larger than the moon.

Q. Does the moon revolve on its axis?

A. It does, and at the same rate that it revolves around the sun, so that the same side of the moon is always turned towards the earth, and consequently we never see the other side.

The explanation of the moon's phases and of the phenomena of tides and of eclipses, the numbers, motions and positions of the planets were also given promptly and intelligently.

To test their readiness and knowledge in arithmetic, a sum was given, involving all the processes of addition, subtraction, multiplication and division, which were correctly worked out with more or less rapidity, according to the mental capacity of each.

In mental arithmetic some of the boys were remarkably quick.

Many examples might be given; one or two will suffice.

There is a pole $\frac{1}{2}$ and $\frac{1}{2}$ under water, and 10 feet out, how long is the pole? Ans. 60 feet.

Process— $\frac{1}{2}$ and $\frac{1}{2}$ are $\frac{1}{2}$, therefore 10 feet must be $\frac{1}{2}$ of the whole, and $6 \times 10 = 60$.

At six dollars a week, how many months board can I have for 100 dollars? Ans. $4\frac{1}{2}$.

Process—There are four weeks in a month, therefore I must pay 24 dollars for one month's board, and 100 divided by 24 equals $4\frac{1}{6}$; reduced to its lowest terms $4\frac{1}{2}$.

Their copies of Thomas' system of book-keeping were very creditable.

Their examination in those parts of the Bible which they had studied, gave evidence of something beyond mere retentive memory.

The replies to the question, "What is your favorite verse among those you have learned?" gave an insight into their individual tastes and characters, as well as evidence that what they had committed to memory had also left its impress on the heart.

"Come unto me, all ye that labor and are heavy laden, and I will give you rest."

"Take my yoke upon you, and learn of me, for I am meek and lowly in heart, and ye shall find rest unto your souls; for my yoke is easy and my burden is light."

"The blind receive their sight, and the lame walk, the lepers are cleansed, *and the deaf hear*, the dead are raised up, and the poor have the gospel preached to them."

"For whosoever shall do the will of my Father, which is in Heaven, the same is my brother, and sister, and mother."

The compositions of this class submitted to the examiners, showed, as far as they could look through them in their limited time, a considerable degree of originality of thought, and correct comprehension of the subject treated in each case, expressed in proper language, with a good command and graceful use of words. The committee closed the exercises in this class-room by expressing in a few words, written at the moment, their gratification at the excellence of the examination the pupils had passed, and their high appreciation of the thoughtful labor and fine talent displayed by their teacher in her instruction of the class.

THE HIGH CLASS.

The committee were present at intervals, at the examination of this class; but having specially invited the Rev. Dr. Ewer to perform this interesting duty, they left the work entirely in his hands, with the assistance of the Vice Principal. They refer to the full and able report by that gentleman, which accompanies this, for details of the exercises performed by the pupils of this class. From what they witnessed themselves, they feel justified in adding their testimony to the excellent scholarship, admirable training, and deep interest in their studies evinced by this class throughout.

Report OF THE REV. F. C. EWER, D. D., EXAMINER OF THE HIGH CLASS.

The undersigned, having been appointed to examine the High Class, respectfully reports that the examination commenced at about 11 A. M., and, with the exception of a brief interval for dinner, continued till nearly six o'clock, P. M.

Not being aware that a detailed written report would be expected of him, the undersigned took no notes during the day, and, now that several months have elapsed, labors under the difficulty of an indistinct remembrance as to particulars. There was, however, a running fire of questions suggested by the topic of the moment, and of answers, marked by a freshness of thought and by a general correctness, which were a constant source of surprise to him. The result of the examination would have done credit to any high school he has ever visited. He regarded it not only as a test of the mental training and acquirements of the pupils, but as establishing, also, the more important fact that their instructor, Mr. I. L. Peet, has abilities in his profession, both natural and acquired, of a very rare order of merit. A given class may pass a successful examination, owing mainly to an unusual ability among its members, but an able teacher will do the best possible with every class that may come under his care.

The class under notice consisted of sixteen males and twelve females, four of the males and one of the females being absent. The members were unequal in their attainments, owing partly to difference in mental ability, but mostly to the fact that some had been connected with the class for one year only, while others had had a standing of two years, and still others of three; equivalent, as your examiner was informed, to eight, nine or ten years in the institution.

The studies of the whole course in this department of the school consist of arithmetic, algebra, grammar, rhetoric, logic, vegetable

physiology, natural philosophy, chemistry, intellectual and moral science, and the Bible. With the exception of the mathematical studies, these branches are so distributed among the years, that the pupils, although some graduate and others enter the same year, may pursue the same studies at the same time; the effect being that pupils of different years complete the course at different times.

During the year which closed with the present examination, the class had studied arithmetic, with special reference to the philosophy of vulgar fractions, and to a new system of enumeration devised by Mr. Peet, also algebra, natural philosophy, rhetoric, moral science, and the Gospel according to St. John.

On entering the examination room, the undersigned was introduced to the class by Mr. Peet. The young ladies and gentlemen, in compliance with a request from their instructor, rose from their seats, and passing to the blackboards which line the four sides of the room, addressed their examiner, each with a fluently written and well worded greeting. The diversity of thought and expression which came out, under the flying pencils of chalk around the room, showed that the exercise was *ex tempore*. Doubtless the pupils had been in the habit of thus greeting a stranger, by addressing him from their blackboards; but though the custom was unfamiliar to them, the manner in which it was performed in this instance, the thoughts expressed, the allusions to the incidents of the moment, were all clearly unpremeditated. There is no one who does not remember the plague and the tribulation of "composition day," the headaches, the infinite pains-taking, and finally the one or two pages of thin thought on "The horse," or "The pleasures of country life," to which, each fortnight, he gave laborious birth. But here were twenty-three excellent "compositions," fresh, readable, each quite lengthy, and dashed off with current chalk. When it is borne in mind that scholars in ordinary schools have a tolerable knowledge of spoken English on entering, while with these mutes the very first step, before even the rudiments of the common English branches can be taken up, is to teach them our language, a word at a time, as a vehicle of thought to the world; and in addition to this, the sign language, as a vehicle of thought to each other—a language as different from the English in phrase and structure as is the Chinese; this facility of composition to which the members of the class under examination had been brought, in the brief space of eight, nine or ten years,

of itself establishes "The New York Institute for the Deaf and Dumb" as a dangerous competitor for high prizes among the gymnasia of our country. Here and there, there was a word spelled wrong; but Mr. Peet had but to put his finger upon such a word, when in every instance it was at once corrected. One of the young ladies trusted that the undersigned would be "lenient in his examination, and open out what she knew as delicately as that morning's sun was opening the flower buds upon the hill-sides." A very dainty conceit.

The undersigned was supplied by Mr. Peet with a copy of one of these "greetings." He thought at the time that it was presented as a curiosity or a memento of the occasion; but he takes pleasure in putting it to a better use even, by incorporating it into this report as follows, viz.:

"This lovely June morning we have the happiness of extending a welcome, as cordial as words will allow, to the committee of examination, of which Mr. Strong is the chairman; and, also, especially to Rev. Mr. Ewer, our examiner, and to Hon. E. Brooks. The occasion which calls us to our slates this morning, is of no less interest to ourselves than we hope it will be to our examiner. I cannot say that we are on the same level with hearing persons, for our lost sense prevents it, but I can say that we fully appreciate the advantages of education, which noble institutions like these give, and we will try to do our best. We will leave it to our examiner to decide whether deaf mute education is as visionary now as it was considered years ago. Then, men scorned the idea of teaching a mute, as much as we do now the finding of the Philosopher's stone. But God never forgets his creatures, and so "He maketh both the deaf to hear and the dumb to speak," not, indeed, in the same sense as those of old were, by a touch of Jesus' hand, but in an entirely different way, that is, by making the eye do the office of the ear, and the hand that of the tongue. His ways are strange we know, but "He doeth all things well." Here the young lady's slate was full and she wrote no more.

The undersigned was now led to ask Mr. Peet whether the sign-language, like all other living languages, had a growth; whether it was slowly attaining to greater complexity and finish, and, especially, whether it enabled the mutes to convey ideas to each other, with any of that precision which synonyms permit of in English. This led to an exceedingly interesting exercise. At a given signal from Mr. Peet, the members of the class all faced

ards us. Mr. Peet then rapidly gave them in the sign-language, a number of synonyms, at the suggestion of the examiner, as "conceal" and "dissemble," "antipathy" and "hatred." In every instance, the proper English word was written upon the board in answer to the sign. In order to test their knowledge of fine distinctions in the meaning of such synonyms, the under-teacher selected one young lady—Miss Isabel Vandewater, and asked her if she could tell the difference between courage and fortitude. After a moment's thought, the following was the reply she wrote, viz: "At first thought the meaning of these words seemed similar, but on a little reflection we shall observe a difference. Courage means to defy danger and troubles; fortitude enables us to bear hardships and trials with patience. A soldier has courage to meet the enemy, but he may have little fortitude to bear wounds. When both these qualities are united, a man is a true soldier in every sense of the word." She was then asked which sex excels in fortitude, and which in courage? Her answer was: "I am asked which sex excels in courage, and which in fortitude. Though the gentleman may not agree with me, I can say that courage belongs to man, and fortitude to women."

Something had been remarked in relation to the human senses. The class were asked how many senses there were. Below is the answer written by Miss Vandewater, viz:

Five—sight, hearing, taste, smell and feeling. Of these sight is the most precious to some, but with us sight is far the least. Addison has said, and rightly too, that it converses with objects at the greatest possible distance, and continues the longest in action without being tired and satiated with its proper enjoyments. The next most precious sense to us is feeling, for it is the only means by which vibrations of sound reach us."

In order to test the powers of independent thought, the class were asked whether there was not something else with which man was endowed, besides the five senses mentioned, enabling him to gain intelligence of the qualities of substances around him, and which might, perhaps, with propriety, be called a sixth sense. Every pupil was at once at thought. The abstraction of mind, the sedateness of expression, the power of mental concentration which each displayed during the considerable pause that followed, was worth, as an evidence of intellectual training, a dozen correct answers. Finally, to aid them, the question was asked, whether,

strictly speaking, the sense of touch conveyed to us an impression of the weight of different bodies? The answer was, "No; but of heat and cold, of roughness and smoothness, etc. On the examiner's suggesting, through Mr. Peet, the phrase "the sense of muscular resistance," every eye caught fire, every head nodded quick assent, and one or two of the pupils turned round with a gesture, as much as to say "Why didn't I think of that at once."

By this time examiner and class had become acquainted and somewhat familiar with each other; all diffidence had vanished, and the work before us was fairly entered upon.

Arithmetic was the first study to be taken up according to the programme. The class was to be examined with special reference to the philosophy of vulgar fractions. Very many examples were performed upon the board, and in every case with exactness. Such further questions as were put by the undersigned, were given with a view to discover whether the pupils understood the reasons for the rules in accordance with which they worked. The details have passed from his memory; but the following questions are given to illustrate the turn which the examination took upon itself. For instance, in division, *why* do you invert the divisor and proceed as in multiplication? Why does multiplying the numerator produce the same effect as dividing the denominator? In adding two or more fractions together, why would you not add the numerators together for a new numerator, and the denominators together for a new denominator? In multiplying by a fraction, is the product greater or less than the multiplicand; and why should it not be greater as in the case of multiplying by whole numbers? It will suffice to say, that only in one instance did the examiner receive deliberate answer, "Because it is the rule;" which instantly waked an unmistakeable merriment throughout the rest of the class. After this long, interesting and successful trial, Mr. Peet exhibited a new system of enumeration, devised by himself, by which, through signs of great simplicity, he was enabled so to convey, to the minds of the mutes, numbers of enormous magnitudes, that as the signs indicating those numbers flowed from his hand, the pupils immediately wrote the numbers on their boards. In one instance the number contained over fifteen periods of figures.

Algebra was the next study taken up. One of the pupils had completed Davies' Bourdon, and studied three books in Legendre. Questions had been prepared by Mr Peet, on cards, involving the

principles of fractions, equations of the first degree, and the Binomial Theorem. These, the undersigned distributed by lot, and if memory serves him, they were performed correctly in every instance. He then proceeded to ascertain whether the class understood the principles of the Elementary rules. The following questions were asked, and others of similar purport, viz: "In arithmetical addition, is the sum of two or more numbers always greater than either of the numbers to be added together?" Individuals in the class answered this correctly, and one of the pupils gave answer in response to the next question, "Why is it sometimes less?" "Because in algebra, addition is some times merely subtraction." "In subtraction, why do you change the signs of a polynomial to be subtracted?" The replies given showed equally thorough comprehension of the matter. "In multiplication, why does minus into plus give minus, and why does minus multiplied by minus, give plus?" Several of the pupils gave correct replies. When, however, they were asked, "But can you really say that minus can be multiplied by plus, or any abstract number by another?" they did not seem to catch the idea, nor to understand the matter when it was explained. Similar questions were asked and successfully answered in division. The undersigned then passed to the subject of exponents, and the freeing of equations and fractions from negative exponents. One pupil, (J. Vandewater) answered very understandingly. Questions were then put on the theory and use of logarithms, and on fractional expressions in which 0 and ∞ enter as a numerator or denominator. These were addressed to the young gentleman who had completed the study of Bourdon, the other pupils gathering round his board and watching his answers with the deepest interest.

By taking 8 as a base of a logarithmic series instead of 10, and questioning the pupil under that supposition, the undersigned found that he had mastered the whole theory of logarithms. The undersigned was at first a little puzzled by the questions involving the use of 0 and ∞ , but slight suggestions by way of help, brought to the fact that he possessed a very quick mathematical apprehension.

It seems to me was, when by the popular mind deaf mutes were regarded as wanting in mental ability, and when institutions in which they were gathered, were called asylums. But this misapprehension has happily dispelled from the minds of the intelligent portion of the community, and the day is near when all will understand that

deaf-mutes, as a class, are wanting in nothing save the faculty of hearing, and the consequent ability to articulate the words which they cannot hear, and when the institutions which have been founded for them by the enlightened munificence of commonwealths, will be regarded in their true light, as schools of learning in no whit inferior to the best in the land.

The next branch of study taken up was physics. Mr. Peet had kindly facilitated the work of examination by preparing beforehand a large number of questions on cards, which the undersigned distributed at random among the members of the class. These questions were calculated to draw out such knowledge as the pupils had of the philosophy of mechanics, hydrostatics, pneumatics and pyronomics. Each scholar drew with facility and neatness upon his board the figure or machine which was to illustrate the principle involved in his question; the common pump, the air pump, the compound lever, the steam engine, the Magdeburgh cup, the diving bell, the hydrostatic bellows, &c., rapidly developed their various forms upon the blackboards. Each pupil, save one, wrote out an elaborate explanation in answer to his question. This exceptional pupil wrote on his board, "I don't know." There was no ineffectual attempt at an answer on his part; no endeavor to half answer the question; no explanation why he did not answer; no hint to lead one to imagine that it was his "ill luck" to have received perhaps the very one question of all which alone he could not answer; but, after a brief pause, "I don't know." This charming frankness, combined with a perceptible shade of mortification on his face, was regarded by the examiner as a happy outcropping, indicating the training in manly honesty which the pupils receive under the admirable care of Mr. Peet, and more than made up for the loss (such as it was) sustained by the High Class through the petty failure. Considerable time was occupied in examining the answers on the boards, and putting such relevant questions at each as the answer suggested. When all the boards had been examined, general questions were put to the class. Much that was said has escaped the recollection of the undersigned, but such questions were asked as the following, viz.: What is the reason why a projecting angle of a vast and *very* slowly moving iceberg will crush a hole in the side of a ship as easily as a comparatively small but swiftly moving cannon ball? What is the reason why it is impossible for man ever to invent a machine that will produce perpetual motion? After such questions, by which

are fully up to the ratio of a population but little, if any, short of a million.

After a continuous residence of nearly a quarter of a century in Fiftieth street, the growth of the city and the densely crowded district in which the Institution was placed, made it quite apparent that another flight must be resorted to.

By the exercise of a prudent sagacity, the title to the whole of two blocks of ground, extending from Forty-eighth to Fiftieth street, and from the Fourth to the Fifth avenue, had been, from time to time, secured by purchase, and its value for business purposes had greatly appreciated. It was decided, therefore, after mature deliberation and many anxious hours spent in council, to sell the property held by the Managers in trust, and to invest the proceeds in property more remote from the turmoil and active life of the city. The sale was effected at the close of the year 1852, and the purchase of Fanwood made early in the year 1853. The property which had been purchased on the original site, at different periods, for about fifty-four thousand dollars, realized, eventually, at public and private sale, something near three hundred and twenty-five thousand dollars.

The estate of Mr. James Munroe, comprising about thirty-seven acres of lands, beautifully situated on the Hudson, commanding the view of a long range of the river and the distant hills of New Jersey, was purchased for one hundred and fifteen thousand dollars. While the erection of the noble edifice in which we are assembled to-day, and which shelters and protects a larger number of deaf-mute pupils than have ever before been assembled under any other roof in this or any other country, has cost an amount of money beyond the actual resources of the society, this excess has, nevertheless, not been wasted or squandred, but has been faithfully expended in a good cause.

Under the good Providence that has, for so many years, protected our interests and promoted our welfare, I feel persuaded that our expenditures in the effort to perfect the arrangements of this establishment, will prove to have been bread cast upon the waters to come back in blessings to gladden our hearts in future days.

The corner stone of the new buildings was laid with appropriate ceremonies, in the presence of a vast concourse of citizens, on the twenty-second of November, 1853, and the Institution was finally removed to these premises in the month of December, 1856.

Enough, however, was elicited, to prove that the examiner's anticipations would have been more than realized. In the few questions he put, he endeavored, and successfully, to concentrate the minds of the class upon conscience, as a natural faculty of man—to learn their ideas of its use and abuse, whether it was infallible in its dictates, whether it was intended to be infallible, whether it could be educated, what was its proper educator, how far a man was guilty for obeying the dictates of a falsely educated conscience, etc. He cannot remember particulars, and much regrets that he did not take written notes or copies of several of their answers, which were very ingenious and correct, and which showed that the deaf-mute mind is equally capable, under proper previous care, of handling abstract questions of thought with questions in positive science.

At this point, the other gentlemen of the Examining Committee, having completed their duty in examining the various other classes of the Institution, entered the room; and as this was evidently a signal for a close, further questions and additional topics were reluctantly abandoned.

Mr. Peet now exhibited to the gentlemen present his ability to convey words to the mutes by Morse's telegraph alphabet, the signals being given by means of taps on a drum, the vibrations of which the mutes feel, though they produce no effect on the organ of hearing.

The undersigned then closed the exercises of this most interesting day with a few congratulatory remarks to the class, which were translated to them and happily responded to by Mr. Peet.

All of which is respectfully submitted.

F. C. EWER.

CHRIST CHURCH RECTORY, NEW YORK, *Nov.* 15, 1867.

CLOSING EXERCISES.

At ten o'clock, on the morning of Wednesday the 26th, the pupils were assembled in the chapel where they were greeted by a large number of their friends.

After prayer in signs, by the principal of the institution, ornamented silk badges, bearing a legend which denoted the number of consecutive weeks each had behaved with perfect propriety, were bestowed upon those who had attained a certain standard of excellence in conduct.

Edward Peet and Dudley Peet devoted the active years of their lives to the cause of deaf-mute instruction, and dying within these walls have left memories fragrant with good deeds of virtue and truth and grace.

One name yet remains to be spoken, the utterance of which cannot fail to awaken a sorrow that time has not softened. **Edmund Burke Peet**, nephew of the Principal, held for many years a responsible position in the business department, the duties of which he discharged with marked ability and unfaltering integrity. He was beloved by the pupils, respected by the Faculty, and justified by his life and conduct the entire confidence reposed in his fidelity by the Board of Directors. I wish that time permitted, and I had at command the words in which to express my sincere friendship for Edmund Peet while living, and my unchanging respect for the memory of so just and good a man.

With these closing words my duty will have been performed. Others, who are to follow me in these exercises, will supply my deficiencies in placing the merits of the Institution more distinctly before the audience. The high trust which has been confided to us has been specially favored by public and private munificence, and by the protecting care of Divine Providence.

May we not hope and trust that the bounties so graciously extended to our beloved Institution in the past, may not be withheld in the future when others shall have taken the places which shall know us no more forever.

building, and made many requests of the Legislature in regard to deaf-mute education. The building was again crowded on account of the rapid growth of the number of the pupils, and the board of directors which had been elected by the society, and was entrusted with the power of managing the affairs of this Institution, proposed to remove the establishment to a good place some seven miles distant. Colonel James Monroe sold his private place to the board of directors, who resolved that another new building should be built here and larger than the old one, so as to accommodate five hundred pupils. It was first occupied by us, the deaf-mutes, on the 4th of December, 1856, and during the time of the deaf-mute education, by God's inspiration, the Legislature changed the length of the courses of study here, firstly to five years, secondly to six years, thirdly to seven, and after that time the High Class was founded, by the Providence of God, in Prof. I. L. Peet, who, with the consent of the Legislature that the course of the studies in the High Class should be continued three years, has been the instructor. During the administration of Dr. H. P. Peet, the Institution has been always successful in its improvements in education, and also has been reputed to be the best school for the deaf-mutes in the world.

Alas! fifty years have gone away, and to-day is probably the last day of grandeur to us, because most of us will probably die before the centennial anniversary comes. Once more there is a great change, the greatest of all, that is the resignation of our venerable Principal, Dr. H. P. Peet, whose duties are about to fall upon his most valuable son, who is to take his place at the beginning of the next academical year. The former has been the Principal for thirty-six years, and the fiftieth anniversary is celebrated with joy and mourned with sorrow. We feel under the highest obligations to God for his great kindness.

Farewell to thee, dear home of education, where we, the graduating members of the High Class, have been for years educated by the more experienced teachers. Farewell ye lovely scenes of the Hudson and ye glorious and beautiful paintings on the blue sky above, which have always reminded us of the wonderful works of God, Farewell ye shady walks and beautiful grounds; farewell ye delightful associations of youth and of friendship.

To the Board of Directors: Accept our gratitude for those kindnesses which you have bestowed upon us during our pupilage, for you have given us many privileges by which our education has

en improved. We thank you most heartily for unanimously appointing such a very valuable and esteemed man, perhaps the best skillful teacher in the world as Prof. I. L. Peet, to take your father's place at the beginning of the next academical year. This is the last day we shall see you. Soon we shall be separated, never perhaps to meet face to face with you again on earth. We bid you farewell.

To our Venerable Principal : For forty-five years as a great philanthropist you have labored under great difficulties for the sake of deaf-mute education, and done all things that man could, to bring our minds from the brink of ignorance : to-day is the day that we shall see you, but wherever your are, be assured that our attitude shall follow you. A place more wonderful than any that can be found on the earth is awaiting you, and there Christ is ready to welcome one who has so closely followed his footsteps here. The parting hour is approaching, alas ! too swiftly, for we graduating members of the High Class are about to leave the sheltering walls of this Institution and fight the difficulties of life with our long desires and hopes that God will take care of you through our life and that we will meet you in Heaven, where, instead of separation, there will an eternal union between you and us. Before parting, we and all the other pupils of this Institution bid you a mournful farewell.

To our highly respected Professor : We cannot say how grateful we are to the Board of Directors for appointing you to be the Principal of this Institution, and we congratulate you with the hopes that you will manage the affairs of the Institution successfully, because hitherto you have done all things that one in your position could do to promote the welfare of this great establishment. To-day is the grandest anniversary we have ever had. May it be to you an augury of good, and as your career as Principal commences on a semi-centennial, may it not close before a centennial dawn. As a teacher you have been always trying to do the best for our education, and have introduced into your class many new studies in which we have been much encouraged. Our term in our class having come to an end, we are to part with you and return here as your pupils no more. Like a parent you have often criticised our moral character, and like your father, you have given us much good advice. For these we now return our acknowledgments of the highest obligation, with the hope that you will be rewarded by our Father in Heaven. As our relations

as pupils and teacher must cease, let us say once more the parting word farewell.

To the other professors and teachers: We have spent many pleasant hours here, and there is no doubt that your labors to bring the ignorant deaf-mutes to the light of knowledge have been successful, and we hope your efforts will, under Providence, be crowned with even greater success in the future than they have been in the past. Soon we are to leave here as pilgrims, and we bid you a sad farewell.

To my beloved classmates and schoolmates: For a long time we have spent many pleasant hours in the shady walks and in many sports, but our time for departure has come. We, graduating members of the High Class, must leave the walls of our Alma Mater, which have for years sheltered us from ridicule and calumny, and on the morrow we are to bid farewell to this charming place. Will you, my dear friends, not try and increase the good reputation of this Institution?

Let me entreat you to show your gratitude to the retiring Principal, by following his example and advice, and to please the new Principal by your good behavior. As my parting advice, I say, be friends, and let there be no trouble among you. We bid you a sad and tearful farewell.

TESTIMONIALS.

At the conclusion of this address, the following resolutions, passed by the board, on the recommendation of your committee, were read by the chairman, and the certificates, diplomas and prizes awarded therein, were distributed by the principal.

Whereas, an examination of State pupils in the New York Institution for the Deaf and Dumb, who have completed the terms for which they were respectively selected by the Department of Public Instruction, has been held by the committee of the board of directors, and the same having been satisfactory in respect to their attainments and general good conduct, therefore,

Resolved, That the following named pupils, viz:

David D. Banta,
Albert Beverly,
Edward C. Ensign,
Charles Everts,
Charles Field,
Thomas Foran,

William E. Schenck,
Fort Lewis Seliney,
John Y. Sherwood,
John P. Styles, Jr.,
Caroline Brown,
Ellen J. Collins,

William F. Genet,
 Wilson M. Head,
 George W. Hopkins,
 Thomas H. Jewell,
 Samuel Johnson,
 Samuel W. McClelland,
 Wolfe Morris,
 Samuel Moses,
 Francis E. Robinson,
 Edwin F. Royal,
 John I. Sarsfield,

Sarah C. Elliot,
 Julia E. Forsyth,
 Mary C. F. Green,
 Sarah C. Howard,
 Emeline G. Jennings,
 Anna S. M. Jetter,
 Rosanna Kerley,
 Hannah Lewis,
 Harriet E. Reed,
 Clara Portia Smith,
 Hannah H. Wright,

who have completed the term of five years, for which they were originally selected as State pupils by the department, be and they be hereby recommended to the Superintendent of Public Instruction, to be continued under instruction three years, from and after the first day of September next, agreeably to the existing provisions of law;

Resolved, That Peter Witschief, Carrie K. Stansbury and Mary Stansbury, who have completed the term of three years, for which they were continued under instruction, as State pupils, by the department, be recommended to the Superintendent of Public Instruction, to be re-selected for the period of one year, from and after the first day of September, 1867, agreeably to chapter 555, laws of 1864.

Resolved, That Abram S. Gardner, Wm. A. Winslow, and Helen M. Dunning, pupils of this Institution, who have completed the full term of instruction authorized by law as State pupils, and who have passed a satisfactory examination, be and they are hereby recommended to the Superintendent of Public Instruction, to be selected for admission into the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction, for his action in the premises.

Resolved, That in accordance with the provisions of the by-laws of the Institution, certificates of good character and scholarship be awarded to the following named pupils, who have successfully completed the course of five years' instruction, viz:

David D. Banta,
 Albert Beverly,
 Charles Everts,
 Charles Field,
 Thomas Foran,
 William F. Genet,

Fort Lewis Seliney,
 John Y. Sherwood,
 John P. Styles, Jr.,
 Caroline Brown,
 Ellen J. Collins,
 Sarah C. Elliott,

Wilson M. Head,
 George W. Hopkins,
 Thomas H. Jewell,
 Samuel Johnson,
 Samuel W. McClelland,
 Wolfe Morris,
 Samuel Mosez,
 Francis E. Robinson,
 Edwin J. Royal,
 John J. Sarsfield,
 William E. Schenck,
 Edward C. Ensign,

Julia E. Forsyth,
 Mary C. F. Green,
 Sarah C. Howard,
 Emeline G. Jennings,
 Anna S. M. Jetter,
 Rosanna Kerley,
 Hannah Lewis,
 Harriet E. Reed,
 Clara Portia Smith,
 Hannah H. Wright,
 Jane P. Leach,
 M. E. Hagadorn.

Resolved, That the following named pupils, who have completed a course of seven years' instruction, are entitled to diplomas, and that the same be given them, viz:

James Elliott,

Cora Wynkoop.

Resolved, That the following named pupils, who have completed a course of eight years' instruction, are entitled to diplomas, and that the same be given to them, viz:

Watson C. Blanchard,
 Charles Frigheit,
 Abram S. Gardner,
 Henry Kelly,
 George W. Long,
 Alonzo C. Sutton,
 William A. Winslow,

Ellen M. Dunning,
 Alice Doyle,
 Mary L. Fuller,
 Agnes Kelley,
 Lovina Miller,
 Maria Schermerhorn.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years study in the High Class, viz:

Albert George Dewland,
 William S. Smith,

Isabella Van Dewater.

Resolved, That a gold medal, for superior excellence in all her studies, be awarded to Miss Isabella Van Dewater.

Resolved, That a fine line engraving be awarded to Albert George Dewland, and to William S. Smith, as a recognition of excellence in scientific, analytical and mathematical studies.

Resolved, That the Cary Testimonial be awarded to William A. Winslow.

All of which is respectfully submitted.

OLIVER S. STRONG,
 THOS. GALLAUDET,
 ERASTUS BROOKS,
Committee of Examination.

Proceedings

AT THE SEMI-CENTENNIAL ANNIVERSARY OF THE
NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, JUNE 26, 1867.

The fiftieth year of the existence of the New York Institution for the Instruction of the Deaf and Dumb, as an incorporated institution, was completed on the 15th of April, 1867. It was, however, judged best to hold the semi-centennial celebration on the same day with the closing exercises of the school, at the end of the academical year in June, as many friends of the Institution and the deaf and dumb would calculate to be present on that occasion, who might not be able to come at any other time.

For the history of the Institution, the reader is referred to the paper read by Mr. Winthrop; for its system of instruction, to the address of Dr. Peet, both of which are subjoined in full.

The interest of the occasion was greatly enhanced by the fact that Dr. Peet, after more than thirty-six years' service as the head of the Institution, was about to retire, and hence his address was a farewell. His son, Isaac Lewis Peet, A. M., who had been for fifteen years Vice-Principal of the Institution, had just been unanimously elected to succeed him.

The annual examination of the classes was made by a committee of the board of directors, on Saturday, Monday and Tuesday, June 22d, 24th and 25th. The results of the examination were made known to the pupils and their friends present on Wednesday morning, when the usual proceedings at the close of the term and commencement of the vacation took place, including the distribution of rewards for diligence and good conduct. The semi-centenary proceedings were assigned for the afternoon, Wednesday, June 26th. The occasion attracted a large assemblage. There were many parents and friends of our deaf-mute pupils, who had come to take their children home for the vacation; quite a large

number of former pupils, some having their wives and children with them—all, by the respectability of their appearance and manners, affording a striking evidence of the good accomplished by the institution; several teachers and graduates of other kindred institutions; and a large number of men of letters, philanthropists and people who are attracted on such occasions by mingled feelings of curiosity and benevolence. The chapel of the institution, a lofty and well-lighted room, was soon filled.

Beside the members of the board of directors, the following gentlemen especially interested in the cause were present, viz: Rev. William W. Turner, former Principal, and Rev. Collins Stone, present Principal, of the American Asylum for the Deaf and Dumb, at Hartford, also Professors Bartlett, Keep and Whiton, of that asylum, and Alfred B. Street, of Albany.

The Rev. Dr. Gallaudet, of St. Ann's Church for Deaf-Mutes, one of the directors of the Institution, interpreted, for the benefit of the deaf-mute portion of the assemblage, the addresses and remarks delivered orally into their own language of gestures.

The order of exercises conformed to the following programme, of which printed copies had been distributed:

ORDER OF EXERCISES

At the Semi-Centennial Anniversary of the New York Institution for the Instruction of the Deaf and Dumb, in the Chapel of the Institution, Washington Heights, Wednesday, June 26th, 1867, at 3 o'clock, P. M.

The chair will be occupied by Benjamin R. Winthrop, President of the Institution.

Reading the Order of Exercises—By Joseph W. Patterson.

Prayer—By Rev. Francis Vinton, D. D.

Reading Letters from Invited Guests—By Rev. Thomas Gallaudet, D. D.

Introductory Address—By the President.

Semi-Centennial Address—By Harvey P. Peet, LL. D., Principal of the Institution.

Address—By Rev. William Adams, D. D.

Other Addresses.

Exercises by the Pupils.

Benediction.

MR. WINTHROP'S ADDRESS.

Great epochs in the history of nations and institutions are ways interesting subjects for investigation and reflection. Time the final ordeal for testing success in principles of government, results of science and art, and in the beneficence of systems devised by human wisdom to promote the welfare of man.

Centuries and half centuries are made up of yearly numbers carefully noted in the calendar of human life. These are fitting periods at which the generations should pause, in the rushing process of years, to gather up the threads of knowledge which connect them with the past; to seek in the light of experience, and under the supreme blessing, wisdom and strength to guide them the future.

This Institution has reached one of the periods thus set apart for the performance of a solemn duty; and its managers, realizing the extent of the responsibility with which they have been entrusted, are now assembled, in company with the objects of their care, and in the presence of a portion of their fellow citizens, to commemorate an occasion of such deep and abiding interest.

In the position to which I have been called by the partiality of my fellow managers, it has become my duty to take part in these proceedings; and I propose, therefore, briefly to trace the progress of the Institution from its origin through the period of half a century.

The history of the science of deaf-mute instruction, its bearing on the welfare and happiness of an unfortunate portion of the human family, and its great success as a benign work of philanthropic wisdom, are subjects of deep interest, apart from the mere annals of the association. I shall, therefore, best promote the purpose of this celebration by leaving those questions to be discussed by the experienced and venerable officer who is designated to deliver the semi-centennial address.

In entering upon a brief record of our own Institution, I shall not deem it necessary to refer at any length to the movement first

made in the state of Connecticut, in the year 1815, which, under the auspices of the Rev. Thomas H. Gallaudet, resulted in the establishment of the first school for deaf-mute instruction in this country. It is but simple justice, however, to acknowledge, with thankfulness, that the initiatory steps taken at Hartford, gave an impulse to the active philanthropy of a few leading citizens of New York, to whose persevering exertions must be ascribed the germ of a blessed enterprise which has grown and prospered and borne living fruit through the lapse of fifty years.

Much of the labor of research required for the performance of the duty before me, has already been supplied in the materials which make up some of the earlier annual reports of the Institution. In turning over these almost forgotten pages, how much cause for gratitude to a merciful God is found in the fact that he had inspired the minds and hearts of so many just, good and influential citizens to undertake a work so much needed, but which required so many sacrifices of time and thought and labor.

Among the earliest to embark in this enterprise of benevolence may be mentioned the names of Dr. Samuel L. Mitchill, Rev. John Stanford and Dr. Samuel Akerly. Three names could scarcely be selected from among those who adorned the society of our city fifty years ago, more worthy of grateful remembrance than these. The first was eminent for scientific knowledge, the second, for practical piety and goodness, and the last for his devotion to objects of philanthropic utility.

The subject of instruction for the silent children of misfortune speedily grew in popular favor, and on the 15th of April, 1817, the sanction of the State authorities was granted to this Institution. No friend of the cause at this day, can avoid a feeling of respectful and grateful admiration for the list of names composing the first board of officers.

DeWitt Clinton, was the first President.

Clarum et venerabile nomen.

With this eminent statesman and patriot, were associated Richard Varick, an honored soldier of the Revolution; Henry Rutgers, a co-patriot in the same hallowed cause; Mitchill; Stanford; Akerly; Rev. Dr. Alexander McLeod, a beloved pastor of the Presbyterian Church; Rev. Henry J. Feltus, another eminent divine; John Murray, Jr.; Henry Wheaton; Sylvanus Miller, and other well-known and esteemed citizens. With such an array of public and private character in the direction of this enterprise, it cannot

regarded as surprising that it speedily won its way to the public approbation and support.

The school, for a considerable time, was mainly supported by State munificence. The first grant of means from the State, in the form of an endowment, was ten thousand dollars, by an act of the Legislature of 1819. A subsequent grant, made from the fund derived from the tax on lotteries, furnished a large portion of the necessary means for the maintenance of the Institution for a number of years ensuing. The first specific appropriation for the support of State pupils was by act of April 16th, 1822, and was restricted to thirty-two pupils annually. In the year 1827, an additional ten thousand dollars was granted in aid of the fund for the erection of suitable buildings for the permanent establishment of the Institution. This last grant was coupled with conditions requiring the raising of an equal sum of money for the like purpose, and providing also that certain State officers should exercise supervision over the management. This latter provision has, from first to last, been conducive to good results to the welfare of the Institution. The able and intelligent officers of the State government have constantly shown a disinterested regard for the liberal conduct of the Institution confided to them.

By the liberal action of the municipal authorities of the city, title was acquired to the property on Fiftieth street, selected as the site of new buildings to be erected, and a lease, at a nominal rent, was executed to the Managers for a sufficient number of additional lots to afford space for the exercise and recreation of the pupils.

Commencing its corporate life in the year 1817, in a few vacant rooms of an ancient building situated in the park, the use of which had been gratuitously given by the city, twelve years later, in the month of April, 1829, this favored Institution entered into the occupation of more spacious and desirable accommodations in an edifice which it was at liberty to call its own.

Situated at a convenient distance from the crowded districts of the city, the new home of the deaf and dumb had all the advantages of pure air and fine prospects of suburban scenery, while a broad expanse of shaded lawns gave assurance of health and happiness to those who, in losing one of the natural senses, had a more restricted enjoyment of the others.

Two years after this important change in its temporal affairs, an event occurred which subsequently became identified with the

words, but as words can never be to them what they are to **us**, they learn them from painstaking instruction, not from spontaneous impulse, and hence learn them very slowly, compared with the rapidity and facility with which either speech or gestures are naturally acquired.

This point, that words can never be to the deaf and dumb what words are to us, may require some illustration. It is not merely that they could never associate words with the natural tones of the voice; but that their conceptions of words are only conceptions of visible forms or muscular movements—not as ours are, of sounds. We are told that some of the names inscribed on the ancient monuments of Egypt, were recognized by modern explorers before it was suspected that the characters composing them were phonetic. In like manner, the deaf and dumb may seem to recognize words, but no Champollion can ever make them realize the phonetic power of their letter. Our words are, and must ever remain to them, what the inscriptions of Ninevah are to us,—groups of characters, which we can look at and copy, and by their form remember, comparing inscription with inscription, but which suggest no corresponding articulate sounds. In reading Hebrew or Greek, we may make some approach to the articulations that sounded from the lips of Isaiah or of Homer; in poring over the Eugubian tables, those monuments of the lost Etruscan tongue, though the sense may mock forever the vain labors of the learned, we have at least in our ears (allowing for errors of pronunciation), some of the words with which the Lares and Lucomones, three thousand years ago, swayed a people powerful and civilized, ere Rome yet was; but when we look on inscriptions in a forgotten alphabet, we have but a visible form before. The sign, the written form, remains to the eye, while the thing signified, the spoken name, is lost. If we should be so fortunate as to find a glossary of the Assyrian alphabet rendered into some known tongue, but without any clue to the Assyrian alphabet, it would evidently be one of the hardest tasks a scholar could undertake to make himself familiar with such a language, presenting only characters to the eye, and no sounds to the ear. Just so do the deaf and dumb have to recognize and repeat words. Yet the scholar could attach sounds of his own choosing to the characters, and thus aid himself in repeating and recollecting them. The deaf mute has not this resource, for such articulations as he is capable of are, for him, more difficult to repeat and recollect,

fully up to the ratio of a population but little, if any, short a million.

After a continuous residence of nearly a quarter of a century in Fifth street, the growth of the city and the densely crowded district in which the Institution was placed, made it quite apparent that another flight must be resorted to.

By the exercise of a prudent sagacity, the title to the whole of the blocks of ground, extending from Forty-eighth to Fiftieth street, and from the Fourth to the Fifth avenue, had been, from time to time, secured by purchase, and its value for business purposes had greatly appreciated. It was decided, therefore, after mature deliberation and many anxious hours spent in council, to sell the property held by the Managers in trust, and to invest the proceeds in property more remote from the turmoil and active life of the city. The sale was effected at the close of the year 1852, and the purchase of Fanwood made early in the year 1853. The property which had been purchased on the original site, at different periods, for about fifty-four thousand dollars, realized, actually, at public and private sale, something near three hundred and twenty-five thousand dollars.

The estate of Mr. James Munroe, comprising about thirty-seven acres of lands, beautifully situated on the Hudson, commanding a view of a long range of the river and the distant hills of New York, was purchased for one hundred and fifteen thousand dollars. To enable the erection of the noble edifice in which we are assembled today, and which shelters and protects a larger number of deaf-pupils than have ever before been assembled under any other building in this or any other country, has cost an amount of money beyond the actual resources of the society, this excess has, nevertheless, not been wasted or squandered, but has been faithfully expended in a good cause.

Under the good Providence that has, for so many years, provided for our interests and promoted our welfare, I feel persuaded that our expenditures in the effort to perfect the arrangements of this establishment, will prove to have been bread cast upon the waters to come back in blessings to gladden our hearts in future years.

The corner stone of the new buildings was laid with appropriate ceremonies, in the presence of a vast concourse of citizens, on the twenty-second of November, 1853, and the Institution was finally removed to these premises in the month of December, 1856.

I have recently had occasion to call the attention of the Board of Officers and Directors to the remarkable list of eminent citizens who were members of the Board in the year 1840, when the privilege of a seat in their midst was first accorded to me.

In addition to the few names I have mentioned in these pages as being connected with the original formation of the Institution, I feel that it would be a neglect of duty if I did not extend this notice to others who have nobly borne their share in the good work confided to us.

The third President of the Board, following Clinton and Mitchill, was the Rev. James Milnor, D. D., rector of St. George's church, in Beekman street, who filled the office for nearly twenty years. How many pleasant memories and grateful thoughts are connected with his beautiful presence and venerable form! How often have we held delightful counsel with him in the parlors of the parsonage, which he had set apart for the uses of the Board! It seemed to us as if the blessing of God followed the counsels guided by that beloved apostle of goodness. Other eminent divines have followed the footprints of Milnor in forwarding this good work: Reverend Doctor John B. Romeyn; Reverend Doctor Philip Milledoler; Reverend Doctor Thomas McCauley; Reverend Pascal N. Strong; Reverend Doctor J. F. Schroeder, are among those whose memories should be cherished as benefactors of this cause. Nor is it alone to the clergy that our gratitude should be kept alive. Let us recall the names of Cadwalader D. Colden, Peter Sharpe, Philip Hone, John R. Willis, Lewis Seymour, Timothy Hedges, Britain L. Wooley, Robert C. Cornell, Robert D. Weeks, Augustin Averill, William L. Stone, Israel Russell, as among those to whom the friends of deaf-mute instruction should look back as faithful guardians of the trust they held. Nor should we forget, in making up such a record as this, the names of those who had aided us efficiently and faithfully in the intellectual and other branches of duty connected with our trust, and who had been taken away from us in the midst of their usefulness.

The earlier members of the Board will not fail to keep alive in their hearts the memory of Josiah Adison Cary, the excellent preceptor, the accomplished Christian gentleman.

In reverting to the benefits conferred on this Institution by the venerable Principal who is about to take his leave of it, let us not forget that he gave to its service two of his sons, the beloved of his heart.

Edward Peet and Dudley Peet devoted the active years of their lives to the cause of deaf-mute instruction, and dying within these walls have left memories fragrant with good deeds of virtue and piety and grace.

One name yet remains to be spoken, the utterance of which cannot fail to awaken a sorrow that time has not softened. Edmund Burke Peet, nephew of the Principal, held for many years a responsible position in the business department, the duties of which he discharged with marked ability and unfaltering integrity. He was loved by the pupils, respected by the Faculty, and justified by his life and conduct the entire confidence reposed in his fidelity to the Board of Directors. I wish that time permitted, and I had the command the words in which to express my sincere friendship for Edmund Peet while living, and my unchanging respect for the memory of so just and good a man.

With these closing words my duty will have been performed. My successors, who are to follow me in these exercises, will supply my deficiencies in placing the merits of the Institution more distinctly before the audience. The high trust which has been confided to me has been specially favored by public and private munificence, and by the protecting care of Divine Providence.

May we not hope and trust that the bounties so graciously bestowed to our beloved Institution in the past, may not be withheld in the future when others shall have taken the places which I know us no more forever.

DR. PEET'S ADDRESS.

It is pleasant to dwell on the marvelous progress of our race in this nineteenth century. The thought kindles enthusiasm, and prompts to efforts that lead to still farther advancement. But this progress is more usually viewed in its material and scientific aspects. The surging waves of population, making the wide wilderness blossom into farms and gardens; the rapid growth of cities, attaining in a score of years the size, wealth, and magnificence of architecture, that in former ages of the world was only attained by centuries of prosperity; the rapid advance of all the arts that minister to man's support, convenience or health; the swift and untiring machinery that has suspended the hand-loom, the spinning-wheel—almost the needle; the rush of travel by steam, making in hours the journeys that for all the centuries before the present, required days, sometimes weeks; the steam press, that throwing off its thousands of printed sheets per hour, is as great an advance on the hand press as that was on the pen; the electric telegraph that has already more than half girdled the world, that unites continents by magic bands stretching under oceans, and conveys in minutes messages that a few years ago required weeks and months for their transmission; the photograph that preserves the very lineaments and familiar smiles of departed friends, taken by the rapid and infallible pencil of the sunbeam, with an economy of human labor that multiplies and popularises the portrait, as the art of printing did books; wonders like these, realizing the fancies of the fairy tales of our ancestors, are more apt to be set forth for the gratification of man's pride and vanity than that higher progress in morals, in philanthropy, and in religion, which alone can justify our hopes of a final millennium.

For, notwithstanding all the material and intellectual progress of which we boast, ignorance, sin, and crime, and suffering, the consequence and punishment of all three, still abound. Men's selfish passions still bear high sway, driving the multitude on in the engrossing and reckless pursuit of wealth, pleasure, or excitement—provoking

that make countless widows and orphans, and leave countless men, lately of stalwart frame, to linger through life, maimed, blind, and helpless. And all the grand discoveries and deep inventions of modern science are forced into the service of the nation of war. Steam, on water and on railroads, hurries distant armies to bloody fields of battle; newly invented weapons multiply fearfully the facilities for slaughter; the balloon rises in the air to spy out enemy's positions; the telegraph flashes afar the orders for fresh victims;

"The soul is sick with every day's report
Of wrong and outrage with which earth is filled."

War is sometimes, in our imperfect state of being, a necessary evil, as a more tolerable alternative to greater evils. Yet, with all that joy do we welcome the return of peace. If the boasted progress of the nineteenth century were only a progress in the means and appliances of luxury or of slaughter, we might well look back with regret to that golden age when mankind were, if ignorant, at least innocent.

Let us turn, then, for more consolatory views of man's destiny, to that progress that has nothing of wrong or outrage in it—a progress that, we may reverently believe, a sweet savor to the land of love and mercy, tending to make our race more fit companions for the angels in heaven. When men use their almost infinite faculties as the instruments of ambition, or avarice, or in glory, the success of one works wrong or grief to his fellows; but when science and benevolence join hands in successful labors to lessen the great sum of human ignorance and wretchedness, to lighten the afflictions and supply the defects of our fellow men, to bring those that have long sat in darkness and the shadow of death, into the full light of knowledge, and of the gospel—here is progress in which good men and angels can rejoice together.

And this nineteenth century, as in other kinds of progress, so in the highest kind, far outstrips the progress of all the centuries before it. Let us note a few instances.

It is less than a century since Valentine Haüy devised the printing of books in relief, first enabling the blind, no longer helplessly dependent on the eyes of others, to trace with their own fingers the glowing words of immortal writers and the precious promises of the Bible. At the beginning of the present century, there were hardly half a dozen schools for the blind in Europe,

and, for thirty years later, none in America. Now, such schools, amply endowed, provided with books and apparatus improved by the zeal and ingenuity of many successive teachers, are found in every country of Europe, in every section, almost in every State of our Union; and in most Christian lands, no blind child, however humble its condition, need thirst in vain for knowledge.

It was toward the beginning of this century that the unfortunate maniac began to be treated in a kind and rational manner; and now every civilized state has its asylum for the insane, in which the poor as well as the rich, stricken with this terrible calamity, can receive the treatment which science and experience have shown to give the best promise of relief.

Again, one of the peculiar growths of this century, are the institutions for the training of those whose prolonged infancy makes them a heavy burden on their families and on society, and the results attained are often such as to make a parent's heart thrill with joy.

I cannot refrain from adding, that the missionary efforts of this century far exceed in zeal, extent and success, those of any former period in the history of Christianity, since the time of the Apostles.

But it is in the cause of deaf-mute instruction, perhaps, more than in any other department of benevolent effort, that the progress of our age has been peculiarly great and gratifying; for the deaf and dumb are, of all classes of the afflicted, that which most needs and most fully repays the labors of science and benevolence. They need aid more, for they seem more inexorably cut off from the ordinary avenues of knowledge; they repay it better, for they possess their full share of capacity for usefulness and happiness that only needs the means of development.

It is about three centuries since the first recorded attempt to instruct the deaf and dumb was made by the Spanish monk, Pedro Ponce. It is a little more than a century since this art, by which, for two centuries, at long intervals, solitary deaf-mutes had been brought to the light of knowledge, was made to take hold of the popular heart and founded on the principles that promise the greatest good of the greatest number, by the labors of the venerated De L'Épée. At the beginning of this century, there were hardly a dozen schools for the deaf and dumb in the world. Now there are not far from three hundred. Fifty-one years ago, there was not a single school of this class on this side of the Atlantic.

The two oldest American institutions might join this year in a semi-centenary. And now, though the progress of the cause was in some parts of our country seriously checked by the dreadful civil war through which we have passed, there are in the United States twenty-five such institutions, imparting to more than two thousand deaf-mutes the daily bread of intellectual, moral and spiritual life.

And there has been a progress not only in numbers, but in the methods and appliances of instruction, and a progress equally gratifying in public opinion, as testified by the increased liberality of legislation in behalf of these children. Our schools are better supplied with apparatus and books; our teachers have zealously labored to improve the processes of instruction, and to make more copious and precise the language of signs, that great instrument of instruction for deaf-mutes; the provision by the States, long confined to a favored few among many applicants, is now, in our own and several other States, extended to all having just claims to the public bounty; the term allowed to the State beneficiaries, forty-five years ago restricted to three years, has been extended to a term more nearly commensurate to the magnitude of the peculiar difficulties which impede a deaf-mute's acquisition of language and of knowledge.

I have said that the two oldest American institutions for deaf-mutes might join this year in a semi-centenary. On the 15th of April, 1817, the Connecticut Asylum, afterward named the American, was opened at Hartford as a school, on the same day that the act of incorporation of our own Institution was passed. Thus, on the 15th of April last, was completed the first half century of the existence of the former as a school, and the latter as an incorporated institution.

Five years later, the present speaker, having crowned several years of toilsome effort and privation by the attainment of his first collegiate degree at Yale, entered the American Asylum as a new teacher of a new class of deaf-mutes—his pupils not knowing a word—himself hardly knowing a sign. Bringing to this new vocation all the ardent zeal and enthusiasm of youth, favored with the lessons and examples of two of the best teachers of deaf-mutes that the world has seen, Thomas H. Gallaudet and Laurent Clerc, favored also in the uncommon aptness and capacity of several of his first pupils, he began, under the most encouraging auspices, the profession in which he has labored for now more than forty-

five years. The success of a teacher's labors with his first class has a powerful influence in giving him that love for his vocation that is so essential to his usefulness. To the speaker, his experience with that first class are among the greenest places in his memory.

Nine years later, I was called to the charge of the New York Institution, of which I have now been the executive head for more than thirty-six years. To-day I stand here in that capacity for the last time; for, after forty-five years of arduous labor in a particularly laborious profession, I feel that I need and have earned a season of rest.

The present occasion, therefore, is both a semi-centenary of the Institution and a farewell of the officer who has been its Principal for more than a third of a century. In its former aspect, it presents a suitable occasion to retrace, in its more important outlines, the history of the Institution, and to restate the main principles on which its system of instruction is founded. In its latter aspect, it gives me a claim on your indulgence, and may make more impressive some words of counsel and of farewell, prompted by the solemnity of the hour.

The worthy president of the board has given us some details of the past history of the institution; a history that presents an almost uninterrupted succession of mercies—of prosperity. Briefly summed up, it shows the institution gaining slowly but surely in the confidence of the public and of the Legislature of New York, and ever striving to merit a fuller portion of that confidence, till now, in its fiftieth year of usefulness, it is, as we believe, the largest and best appointed school for deaf-mutes on either side of the Atlantic. The bounty of the State, restricted at first to thirty-two, leaving scores of applicants equally deserving to grow up in hopeless ignorance, has been, in response to our earnest appeals, from time to time, extended, till now, we rejoice to say, it is refused to no deserving deaf-mute child in our borders. The great principle has been fully recognized that, as the State owes to all its children the means of education, toward the unfortunate portion of them providentially bereft of hearing and speech, the obligation is not less than toward their more favored brothers and sisters for whom education is not such a matter of life and death to the soul. Not only has the scanty time of instruction first allowed been more than doubled for all deaf-mutes of fair capacity, but as a crowning proof of enlightened benevolence, corresponding to

the provision made for free academies and colleges for the more gifted of those who hear, the State has sanctioned and partly supports a High Class that has proved a very valuable nursery for teachers; and while it enables the more gifted portion of our pupils to conquer higher social positions, and share in higher intellectual enjoyments, tends to elevate the social and intellectual tone of the whole school.

Eleven years the Institution was a dweller in hired houses, ere it had a home of its own; nearly twenty-eight years were passed in the often enlarged buildings on Fifteenth street, from which we were driven by the rapidly raising tide of population and speculation in real estate, and we are far advanced in the eleventh year of our occupation of our present site.

In the choice of this final home we have been highly favored. The breath of healthy life comes hither on the sea breezes. Here are rocky heights, and smooth lawns, and wooded slopes, and clear waters to tempt youth to every variety of health giving exercise. A panorama, unsurpassed in extent and variety of scenery, spreads out before us an ever exhaustless feast to the sense of the beautiful and of the sublime,—an ever present lesson, more impressive than any that could be taught in the school room, of the multi-form scenes of real life,—from the rural quiet of the landward side to the steady stream of commerce, and the headlong sweep of travel on two of the most thronged thoroughfares of the world, lying just at our doors. These scenes, too, call up thick coming memories of the past. On yonder majestic river, the half-moon, startling the primitive red men in the depths of their ancient woods, bore, little more than five half centuries ago, the first men of our race that ever looked on the shores of New York. There, too, passed sixty years ago, Fulton's first steamboat, the precursor of as great an advance in navigation compared to the Half-Moon with its broad sails, as that was compared to the Indian canoe with its paddles. Turning to the neighboring heights, the blood warms with revolutionary memories. Seeking far and pondering long, we could hardly have chosen a spot more favored in all the local necessities to promote the health, mental activity and moral elevation of youth.

And of the buildings themselves I may add that, after eleven years of occupation we have the satisfaction of knowing that our intense study, guided by the light of many years experience, and stimulated by an anxious solicitude to perform our duty to the

deaf and dumb as well as to the city and State, was not in vain. In proportions, arrangement of parts, choice of material, and in whatever other details that go to adapt the Institution to its proper ends, it would be difficult to suggest any improvements. If in planning and completing the buildings we erred, it was not by shrinking from any responsibility, or by sacrificing to timid considerations of economy any point deemed important to the health, safety, intellectual progress, or moral government of our pupils.

And yet economy was by no means disregarded. I mean that wise economy that looks to the long future more than to the fleeting present—to health, comfort and efficiency more than to dollars and cents. We studied to save time, unnecessary labor, oil, fuel, to save health, to save the inconvenience and loss so often experienced in our former location by the frequent enlargement and alterations of the buildings made necessary to accommodate our increasing numbers. And in this last point we have so far succeeded, that though our increase since we removed to these buildings has been even larger than we anticipated, and spacious as they are, they already begin to be crowded; the additional room that will be required for some years to come can be obtained by merely carrying out our original plan in one or two points on which the financial pressure of ten years ago obliged us to leave it incomplete.

Our increase in numbers has certainly been remarkable. We entered, in 1829, the building in Fiftieth street with less than seventy pupils. We left it in 1856 with three hundred. The last year we had over four hundred. Our present number is a little less, because the parents of some of those who went home last November have found it inconvenient to send them back; in many cases a journey of several hundred miles, for the balance of the present term.

This increase in number of pupils, in our own and other kindred institutions, leaving a much smaller proportion of these unfortunates to grow up in ignorance than was formerly the case, is gratifying to the philanthropist and the christian. It indicates a deeper and more widely spread interest in the welfare of this afflicted class of the community.

And this interest and sympathy for the deaf and dumb in the public mind and heart lead many to turn a willing ear to those who promise, by new methods of instruction, greater results than our experience has shown us to be practicable. Eminent philan-

opists who could hardly have presumed to put forth positive judgments in any other specialty with which they are not conversant, in opposition to the opinion of those who have made it the study of a lifetime, have assured the world that our system of instruction is all wrong; that a far better is practiced in the German or other European schools; in which, so they take it on trust, the deaf and dumb, "substantially in all cases," are taught to speak with such distinctness, and to read on the lips with such marvellous facility, that a stranger, meeting with one of these prodigies, will hold an extended conversation with him without suspecting his deafness; and these deaf mutes, or at least the more intelligent ones, will attend church, and "catch enough of the very words of the speaker to understand his discourse."

We have, in several of our annual reports, repeatedly presented the evidence showing that such assertions as those just cited are old exaggerations—assuming as a general rule what is true only in exceptional cases, and then with very important qualifications and limitations, apt to be overlooked by the narrators. Still the zeal and pertinacity with which such statements are repeated, working on the natural love of the marvellous, and the equally natural propensity of the human mind to believe what is pleasant to believe, aided by the curiously inaccurate ideas on the subject of deaf-mute instruction that prevail, even among the well educated and intelligent, gain for such assertions a popular credence that, perhaps, only an actual and costly experiment can correct. For the sake of our own pupils, whom we do not wish to have the victims of irrational experiment, I will explain why we leave such experimenting to others, by briefly setting forth those *first principles* on which a system of instruction for the deaf and dumb should be founded.

I trust it is at this day, at least to an audience as intelligent as we here assembled, unnecessary to say that, though in times not remote law and public opinion placed the deaf and dumb on the footing of idiots, they are originally, in mental and moral constitution, not inferior to their brothers and sisters who hear. Whatever inferiority may be found in them, results from the peculiar difficulties that impede their pursuit of knowledge, and obstruct the harmonious development of their faculties. Their misfortune, however, is not so much that they are deaf, as that the language used by the world around them is a language addressed to the ear.

We do not easily realize how much of our intellectual wealth and of our moral development is due to the early possession of that language used by all around us, not merely as the medium of communication, but as the instrument of thought and reasoning—as the storehouse and the vehicle of the wisdom treasured up by successive generations; as the medium through which mind acts on mind. Consider, each of you, what would probably have been your early progress in learning, had you come to school at the age of ten or twelve without that knowledge of your mother's tongue, that enabled you to understand your teacher's first lessons.

When by the congenital absence, or early loss of hearing, the acquisition and use of this great instrument is prevented, unless special means of instruction are early used, the child is left to his own unaided gropings on a path where other children have assistance and light to their footsteps. He can be but a solitary gleamer on the fields where his brothers with reaping machines bear away the full sheaves of knowledge. His moral sentiments resemble the wild and tangled growth of a neglected nursery, in comparison with those where the plants are, in good season, weeded and pruned and grafted. So far as mental and moral cultivation is concerned, the condition of a neglected deaf mute is but little superior to that of a child lost, at an early age, in a forest, and there growing up wild. When the Orson is caught, and clothed, and tamed to the external observances of civilized life, ere yet his tongue is loosed, the parallel becomes strikingly accurate. And why is this? If the distinguishing words by the visible movements of the organs of speech is so easy a matter, as some enthusiasts would have us believe, why should the deaf from birth, or early infancy, without exception be thus cut off from their mother's speech? There is not one of them to whom its mother, (excepting the rare cases in which she herself was deaf and dumb), has not day by day spoken countless times, in the hope of hearing her child's answering voice. There is not one who has not had, from earliest childhood, numberless opportunities of watching the motions of the lips in those who speak to it, or of it, or of things and actions that strongly interest its feelings or curiosity. Why, then, is a child deaf from birth, yet having learned to speak and read on the lips, as other children learn to speak and understand speech, by spontaneous imitation and natural instinct, a phenomenon wholly unknown? Evidently because the visible movements of the organs of speech form only a very fugitive and indistinct kind of alphabet.

analogous sounds that ring distinctly in the ears, such as b, p, m, for instance, are produced by movements whose difference to the eye is so slight that only a very quick and practiced eye can distinguish them. Some articulations are produced by movements within the mouth, partially or entirely concealed by the lips. To distinguish on the lips a few strongly marked words is easy; to distinguish in this way a sufficient number of words as they occur to follow a conversation or discourse, even with every advantage of light, position and proximity, is barely possible for a person of rare quickness of perception,—of a perspicacity of vision, uncommon by nature, and carried to the highest degree of fineness by long and continued practice, and farther, possessed of that perfect knowledge of language that divines from the context the words imperfectly prized in the movements of the lips. For a child of tender years, this labial alphabet is utterly impracticable as a primary means of acquiring language and knowledge; though it may enable the child, at quite an early age, to guess at many words already learned by the ear or by writing. But let us bear in mind that while the speech that sounds in the ear and prompts spontaneous imitation, is a natural medium of conversation and of thought to man,—such imitations of speech as the congenitally deaf and dumb are capable of being taught, and such conceptions of words as they can get from the visible movements of the organs, have nothing natural about them, and are like other unnatural things, peculiarly difficult to acquire and retain. The teaching of articulation to those who are deaf from birth or early infancy is, therefore, a constant struggle against nature. It has been well likened to rowing laboriously against the current. The progress is hardly and slowly won, and, at the first pause, the pupil goes down stream. That which children need for the early development of their faculties and the ready acquisition of knowledge, is a natural, a vernacular, language;—a language that is, which they will learn spontaneously, by mere observation and imitation of its use by those around them. So children who hear learn speech; and so all children, whether deaf-mute or not, seeing a language of expressive looks and gestures used by those around them, learn it with no sensible effort, as a pleasant and natural exercise of the faculties, not a task. But for the deaf and dumb a language of words with which the natural tones of the voice were never associated, can never be such a natural, or vernacular language. They may, indeed, at quite an early age, easily learn a few short and simple

words, but as words can never be to them what they are to us, they learn them from painstaking instruction, not from spontaneous impulse, and hence learn them very slowly, compared with the rapidity and facility with which either speech or gestures are naturally acquired.

This point, that words can never be to the deaf and dumb what words are to us, may require some illustration. It is not merely that they could never associate words with the natural tones of the voice; but that their conceptions of words are only conceptions of visible forms or muscular movements—not as ours are, of sounds. We are told that some of the names inscribed on the ancient monuments of Egypt, were recognized by modern explorers before it was suspected that the characters composing them were phonetic. In like manner, the deaf and dumb may seem to recognize words, but no Champollion can ever make them realize the phonetic power of their letter. Our words are, and must ever remain to them, what the inscriptions of Ninevah are to us,—groups of characters, which we can look at and copy, and by their form remember, comparing inscription with inscription, but which suggest no corresponding articulate sounds. In reading Hebrew or Greek, we may make some approach to the articulations that sounded from the lips of Isaiah or of Homer; in poring over the Eugubian tables, those monuments of the lost Etruscan tongue, though the sense may mock forever the vain labors of the learned, we have at least in our ears (allowing for errors of pronunciation), some of the words with which the Lares and Lucumones, three thousand years ago, swayed a people powerful and civilized, ere Rome yet was; but when we look on inscriptions in a forgotten alphabet, we have but a visible form before. The sign, the written form, remains to the eye, while the thing signified, the spoken name, is lost. If we should be so fortunate as to find a glossary of the Assyrian alphabet rendered into some known tongue, but without any clue to the Assyrian alphabet, it would evidently be one of the hardest tasks a scholar could undertake to make himself familiar with such a language, presenting only characters to the eye, and no sounds to the ear. Just so do the deaf and dumb have to recognize and repeat words. Yet the scholar could attach sounds of his own choosing to the characters, and thus aid himself in repeating and recollecting them. The deaf mute has not this resource, for such articulations as he is capable of are, for him, more difficult to repeat and recollect,

an the bare characters themselves. He either recollects the written forms *per se.*, as the learned men of China are said to do those characters of their wonderful written language that express ideas beyond the power of the vulgar speech to render correctly; or, which is more common, he remembers and understands written words and phrases by association with the corresponding expressions in his own language of signs, as an average Chinaman does his written characters by association with his daily speech.

Thus, you will perceive, the labor of learning a written language, for the deaf and dumb, is at least equal to that of learning the Chinese written language, for us. Can we wonder that a child, whose faculties have usually been cramped by early inaction, should find peculiarly difficult a task from which many a man of mature and well disciplined mind would shrink?

Let me repeat more distinctly the proposition that the great difficulty of this task for the *true deaf and dumb*, is not lessened, some might, at the first glance, suppose, by teaching them laboriously to ape the movements of our organs of speech, producing rude, unnatural, and usually unintelligible imitations of that speech which they never heard and can never hear. This process, I repeat, because it is important to the point at issue, at most but substitutes an indistinct and fugitive labial alphabet, for the distinct and fixed written alphabet. Whatever mode of instruction is pursued, the words of our language can never enter their ears, and dwell as articulate tones, each thrilling a sympathetic nerve, in the inner recesses of the mind's palace. The mind recognizes no fitness in the mere play of the lips, or vibrations of the tongue, unconnected with, and unvitalized by, the sounds that ring, or once rang, in the ears, to serve as the instruments of thought. The deaf and dumb have to recollect words, even if taught to articulate them, as they do the pattern of a garment, the windings of an intricate path, or the successive steps of a dance. Considerations like these show the utter fallacy of the argument with which Heinicke and his followers in Germany, and their proselytes in this country, urge the teaching of articulation to deaf mutes, because speech is the *natural* language of man. It is *natural* only when acquired through the ear.

This difficulty of learning language for deaf mutes would be less serious if our written words were less complicated in form, and less tedious as instruments of communication. The tediousness we remedy, in some measure, by the use of a manual alphabet.

But this instrument of communication, though it admits, in nimble and practical hands, of perhaps three times the rapidity of legible writing, yet lags in an equal degree behind the usual colloquial celerity of speech, or of gestures.

I have dwelt at some length on these peculiar difficulties, because those unfamiliar with the subject are apt to suppose that the instruction of the deaf and dumb should be no more difficult than the teaching of the English language to a French or German child. Were there not, as there are, great advantages in favor of the latter, in respect to the opportunities of early mental development, in the numerous affinities between the language he already knows and that we would teach him, and in his ability to hear and to share in the oral conversation of all around him, affording opportunities of improvement, by practice, far greater than the deaf and dumb can enjoy, still the necessity of remembering words, as groups of visible characters, which require, for their *distinct* repetition, at least thrice as much time as that we require to repeat spoken words, will encumber the deaf-mute competitor in such a race of learning, with thrice the weight that the foreign student has to carry.

The case is very different with those called semi-mutes—persons, that is, who are often profoundly deaf—but who learned to speak, usually, also, to read, before their misfortune. They still retain the power of repeating words, if not intelligibly to others, internally, at least, distinctly to their own conceptions, as articulate sounds. Words are to them what they are to us, the direct objects and instruments of thoughts, flowing with, and helping on, the current of thought and reasoning; while, on the contrary, such conceptions of words, as the true deaf and dumb can have, are rather an impediment than an aid to the rapid flow of thought. Hence, it is, that the class of semi-mutes, as a general rule, are more conversant with the idioms of verbal language, derive more enjoyment and profit from reading, and are far more apt in seizing spoken words from the lips than the deaf and dumb from birth, however gifted, and however carefully instructed. To semi-mutes, verbal language is a *living vernacular* language. To the true deaf and dumb, it must ever be a *foreign*, if not a *dead* language.

This great difference between semi-mutes and the deaf and dumb, who are such from birth or early infancy, is not generally understood; neither is it generally considered how incomparably easier is the task to preserve and improve an articulation acquired in the

natural way, through the ear, than that of laboriously inculcating an artificial kind of articulation, through the eye and touch. As in schools where articulation is not taught, the attention of visitors is attracted by the semi-mutes, because they are the most ready and skillful in written language, so in schools where articulation is taught, visitors are apt to judge of the degree of success from the performance of some semi-mute, who merely owes to the care of his teacher, more or less improvement in the power of fluent speech, and, usually also, of reading on the lips, possessed before he came to school.

These considerations may account for the widely variant reports concerning the success of teachers of articulation on the other side of the Atlantic. Visitors little, or not at all, conversant with the subject of deaf-mute instruction, after witnessing the performance of one or two of these semi-mutes, take it for granted that it is a fair specimen of success in teaching articulation to deaf-mutes from birth. In the enthusiasm kindled by this error, they launch into unconscious exaggeration, and fill up details with a pencil dipped in fancy's most brilliant hues. A very different and far more reliable report is, of course, made by a visitor, like Dr. Day, who carefully distinguishes between the performances of those who learned to speak through the ear, in flexible infancy, and of those whose ability to articulate, such as it is, was really acquired through the eye and touch. It is evident that sanguine men, forming their opinions from the testimony of the former class of visitors, taking rare exceptional cases as a general rule, and in these, leaving out of view important conditions and limitations, will be tempted on an *ignis fatuus* chase.

The philanthropic gentlemen who, in discussing the question whether the instruction of the deaf and dumb should be by signs, or by articulation, have taken sides for the latter method, have not merely taken, upon trust, such deceptive statements of the success of European teachers as I have referred to, but they have evinced a want of a just appreciation of the subject in other ways.

They represent us who maintain the utility of signs, as opposing or discountenancing the teaching of articulation in all cases; whereas we fully admit the importance and benefit of preserving and improving the power of speech when it has been acquired through the ear; an object, by the way, best attained by early care in the family. All we oppose is the waste of time and of wearisome labor in teaching articulation to that class of deaf-

mutes, forming far the larger portion, who cannot acquire such a facility in speech as will be of any value to them in after life.

And they seem to regard articulation for the true deaf and dumb as being what natural speech is for children who hear, and for semi-mutes; as not merely a (possible) medium of conversation in certain favorable circumstances, but also an instrument of instruction and mental development. The very mode of stating the question, "Shall the instruction of the deaf and dumb be by signs or by articulation?" argues a profound misconception on that point.

While it is possible to dispense with signs, except a few simple ones at the outset, in the instruction of a single deaf mute of good capacity, still even the German teachers, those zealous advocates of articulation, whose success is held up for our imitation, recognize the great value of the language of signs as a means of intellectual development, of moral control, of the sure and ready explanation of words, and as a test of comprehension. The pupils of European articulating schools, as well as our own, are found to use a sign language among themselves, in preference to any other means of communication, and, as much as our own pupils, to prefer conversing by signs with those who understand signs, to conversing by words. Such pupils of European schools coming with the tide of emigration to this country, are found, notwithstanding they used a different and much less improved dialect of pantomime, to be able to converse readily with our own pupils; and, like the latter, they uniformly seek the society of those with whom they can converse by signs.

Those who characterize this preference of deaf-mutes for the society of those with whom they can enjoy the fullest social communion—for the language by which alone they can feel the graphic power and kindling glow of eloquence, as the effect of a "clannish spirit," tending to "make the dumb more dumb," and as "not in accordance with sound sociological principles," simply talk of what they have not learned to understand. The deaf-mute, in the society or in the public assemblies of those who hear, receives, by the kind attention of a friend, a few crumbs and crusts (and nearly dry bones) from the richest and most bountiful intellectual feast. But the deaf-mute, in a social gathering where all understand signs, feels himself among equals. Thought flashes from eye to eye with electric rapidity. Each in turn, by graphic pantomime, calls up past events or absent scenes with the

id colors of reality. Flashes of wit, of a different kind from that of speech, but not less keenly appreciated, move at once the whole circle to merriment. And if it be a religious meeting, the gifted leader in exhortation, prayer or praise, will carry him into the higher regions of devotion, where the heart glows with a Saviour's love, and the eye catches glimpses of the new Jerusalem, the souls of a whole deaf-mute congregation; all whom, attending the public worship of those who hear, would mark the kindling faces of those around them with vain longings, and feel themselves left far behind in the cold and the dark.

It may be well to say a few words on the use of the language signs in our Institutions. Many people seem to have the idea that our main object is to teach our pupils a very complicated and artificial language of signs. The fact is that we merely use signs *the best*, in many cases *the only practicable instrument* of instruction. The teacher, like any other workman, seeks to develop and improve the instrument he finds most efficient; but the language *in its elements*, the only language that is so natural as to be self-explanatory. Our pupils usually bring to school with them some skill in pantomime, sometimes considerably, sometimes very little developed; but when they come they rapidly learn the dialect of signs in use in the Institution by mere daily association with those who use it. Here the teacher finds a means of reaching the understanding and the heart of his pupils more fully and certainly than in a few months, sometimes weeks, than he could in as many years, should he labor to restrict himself to the use of words.

And it is a consideration not less important that the rapidity and facility of intercourse by the language of signs favor a much earlier and more rapid development of the faculties and acquisition of knowledge than would be possible under the slow process of teaching by words alone. Our pupils, it is a mere truism to say, must have ideas before they can express them in words; and to understand and use the language of books, they must have ideas of a high order as to range and development. For the younger classes, explanations in pantomime of the meaning of words and sentences are admitted to be indispensable even by German teachers, those partisans of articulation. Even for the higher classes, such explanations in the language that goes most immediately to the pupil's understanding, possess a clearness—a life and unction which, for the true deaf mute, explanations in the comparatively cold and dead alphabetic language could never have.

The only grave objection to the use of signs is that the pupils' propensity to use that language leads him to neglect practice in the language of words which it is so important for him to learn. This, however, can be and should be remedied by the care of his instructor; and I may add that this propensity to use signs is a natural trait, showing itself as strongly in the pupils of articulating schools as is our own, whenever several deaf mutes are collected together. By refusing to use signs ourselves, we should not prevent our pupils from using them; but we might hinder their intellectual development, and restrict their social enjoyments. They use signs rather than words, because they find that medium of communication incomparably more easy, rapid and convenient. Moreover, the mental development that will enable them to converse in words and to take pleasure in that mode of communication, will be best and soonest attained by encouraging and aiding them to improve their dialect of signs. It is true that there are many of our pupils who only become able to converse beyond a circle of familiar phrases, in a mixed dialect of signs and words; but the same is true in a yet greater degree of a still larger proportion of the pupils of articulating schools. I make this statement on ample evidence.

And for this less gifted class of our pupils, the privileges of the Institution and chiefly its improved dialect of the sign language are especially valuable. Though they understand books and written communications imperfectly, they understand the language of gestures perfectly. As many a young man, who has left college with a scanty knowledge of Latin and Greek, is yet a man of cultivated and refined mind, and fitted to act well his part on the stage of life, so many a deaf mute, who can hardly pick the sense out of a newspaper paragraph, and whose ability to use written language is confined to a few simple questions and answers, and to the use of simple words and phrases, accompanied and explained by gestures, may still be well informed on a thousand matters of daily use, of social interest, or of high concern, of which the educated deaf mute is profoundly ignorant. For our pupils, using a rapid, copious, expressive and eloquent language of their own, while the study and retention of written language is difficult, the acquisition of knowledge is easy. Many of our former pupils, whom we could not put forward as fair examples of our success in teaching written language, are yet, by the few who have learned their mixed dialect of signs and words,

esteemed for their intelligence, good sense and moral worth. The institution receives more honor from those pupils whose attainments in written language come nearer the mark of public expectation, but the class whose scholastic progress is less satisfactory, and the knowledge they acquire here not less useful, or less productive of happiness in after life. For to those for whom business intercourse and social communion by writing will be, under any circumstances, difficult and liable to errors of apprehension, it is most important to possess a language through which, by the aid of some intimate friend, they can attain to a perfect understanding of a bargain, take their share of conversation without unreasonably taxing the patience of others, and acquire that knowledge which may save them from the danger of imposition, or what is often worse, the irritating suspicion of it; most important also, to have mental stores and moral cultivation which will tempt their associates who hear and speak to acquire their peculiar dialect of words and signs; and to have in their own minds resources for sweet and profitable meditation in hours of loneliness; and all this, inaccessible to them otherwise, even the less gifted portion of our pupils have through their own language of signs.

A still higher consideration is found in the religious privileges which deaf mutes can only enjoy through the language of gestures; for the idea that they can, on any system of instruction, become able to catch from the lips of the preacher "enough of the very words to understand his discourse," is a mere delusion. And in this point of view, the cultivation and extension of the mute language of gestures which our pupils bring to school with them, is especially important. The parents and friends of deaf mute children often labor with anxious solicitude to impart to them some religious knowledge; pastors and christian friends lend their aid, and judging by the serious deportment of the interesting neophyte, and by his exact observance of the outward rites of religion, sometimes flatter themselves that they have obtained a fair degree of success; but when, in the revealing light of an improved language of signs, the pupil becomes able to disclose his sacred thoughts, it is found that he had no higher motive than the pure imitative faculty, and if he connected any ideas with religious observances, they were ideas as wide of the truth as were those of the pagans, who peopled the woods, rivers and clouds with deities.

Here the deaf mutes, to whom the signs of their anxious friends had at most given the idea of a strong and terrible man dwelling in the sky, are taught to know and reverence their Creator, and to worship Him as a Spirit, "in spirit and in truth." Some few of them had acquired at home the notion that the wicked are thrown bodily into a fire, and the good taken bodily from their graves into a pleasant place above the clouds; here first are opened to them the mysteries of life, death and immortality.

Some may have received from the imperfect signs of their friends in connection with pictures of the crucified man, impressions of horror and compassion, as for the sufferings of some unknown fellow-being; here they first learn their own interest in the great scheme of redemption; and follow, watching with eager eyes and full hearts the signs of their teacher, the story of the Savior's life, from the manger to the crowning sacrifice on Calvary. In their darkened state, they shrink in agony from the ghastly form of death, and cherish a vague hope of perpetual life on earth; here first they learn that He from whose sepulcher the angel rolled back the stone, has opened to them, as to all the children of Adam, the gate of Immortality, at which the passport is faith.

This religious knowledge we impart to all our pupils through their own language of gestures. A few months residence in the Institution, often only a few weeks, suffices for such a development of ideas by the aid of this language, as will enable us to begin their religious instruction. Were we to wait till this instruction could be fully imparted by words alone, we must wait for years, and in not a few cases, forever. In this point of view it is, that the privileges of the Institution and its language of signs are especially precious. Through that language first, and in most cases through that language alone, our deaf-mute pupils, many of whom can never attain a clear understanding of written precepts and exhortations, receive, in their own language, that instruction, exhortation, encouragement and consolation from a living guide to their paths, and friend to their souls, which since the Gospel was first preached on the hills of Judea, has been the most efficient of the means of grace committed to human agency.

From the length of this discussion, I am admonished to hasten to the concluding portion of my discourse. It is when we begin to faint under efforts that in our better years sat lightly upon us, that we see more clearly the wisdom and beneficence of that part of the great plan of Providence which ordains that the generations

of men shall succeed each other on the earth, each passing away to yield room for possession, occupation and usefulness to that which follows. Having acquired what we can of the wisdom and experience of our elders, we take their places, and strive, to the extent of our gifts, to improve on what they did; and in our turn we give place to the younger generation whom we have trained, and who, we hope, profiting by our experience, will avoid our errors, and do better whatever we did well.

Thus it is that science and art advance toward perfection by a continued infusion of youthful energy, which, while looking with respect to the counsels of age and experience, still strives for results beyond what has yet been attained. Thus it is, that the training of our successors becomes invested with a deep and solemn interest, in view of the future committed to their hands, which our own eyes cannot behold. Thus it is, also, that men ever look forward to a season of repose when wearied with the long struggle of life; and count it one of the rewards of faithful service if they are spared to see the cause dear to their hearts, consecrated by their prayers, fostered by their zealous labors for many years, still prospering in the hands of successors whose zeal and ability give promise of a bright future.

More than forty-five years of service in the cause of deaf-mute education, nearly thirty-seven of them as the executive head of this Institution, seem to give me a right to rest during the few years that may remain to me on earth, in humble expectation of the promised better life to come.

On this parting occasion, you will allow me to indulge in a brief review of the results of my thirty-seven years of labor as a motive for thankfulness for the past, and an encouragement to your own efforts in the future.

When, in February, 1831, I was inducted into the office of Principal, in the old building in Fiftieth street, now occupied by Columbia college, the number of pupils was 80; now it has, for two years past, exceeded 400. The number of assistant teachers was then four, now twenty. Then the only reliance of the teachers of the younger pupils, was on manuscript lessons, hastily prepared, and laboriously and imperfectly copied; now each of the pupils for the past four or five years has a printed book of lessons, carefully prepared, and arranged on principles of philosophical progress. Then the Institution was inconvenient and insalubriously located on grounds held in part at the pleasure of the city, and

liable to be cut up by streets and hemmed in by buildings; now we hold in fee, grounds four times as extensive, admirably located, and our buildings are much better planned, and six times as spacious as that one originally was. Then the term allowed by the State had just been extended to five years, now it is eight years, with three years more for those judged worthy of the privilege of the High Class.

There are but few here who can remember the Institution as it was thirty-six years ago. Of the present Board of Directors not a single member was then connected with the Institution; of the teachers, two were then here as pupils; and the Principal elect came with me from Hartford, a child of seven years. There are a few men and women here who took an interest in the Institution then, and have continued that interest through the changes of more than a third of a century. Those old friends, looking back to the Institution as it then was, and comparing it with what it is now, will feel with me that Providence has indeed favored us.

More valuable and honorable monuments of our labors than this pile of buildings, monuments that, we may humbly trust, will shine to eternity, are the pupils whom we have here trained for usefulness and happiness, and hopes of heaven. More than 1,800 deaf mutes have been, or are, pupils of the Institution, of whom, nearly 1,700 have been under my care as teacher and superintendent. Of this large number there have been some who have been sore trials to their teachers, and some who have pained us by untimely suffering and death; but of much the larger number we retain only gratifying recollections. Eagerness to learn and tenacity to retain; affectionate confidence in their teachers; undoubting faith in the religious truths imparted to them; and conscientious observance of duties, are traits on which we love to dwell, and which, in not a few of our pupils, were strongly marked. Of our 1,400 dismissed pupils there are very many of whom we have heard as diligent and successful in their several callings, a comfort and pride to their parents; in many cases as heads of families, bringing up their own children well; in a still greater number of cases as Christians, doing credit to their profession, and looking, with well founded hope, to that better land, where the words of the prophet will be more completely fulfilled than in this imperfect life, where indeed, the ears of the deaf shall be unstopped, and the tongue of the dumb shall sing, in the great company of the redeemed.

Standing forth at this annual solemnity, as the Principal of the

Institution, for the last time, you will indulge me in a few closing words of acknowledgment and of counsel. As a member of the board of directors, as the executive head of the Institution, for much of the time as the actual teacher of one of the classes, as the author of the books used in the school, I have given to the Institution the zealous labors of my best years, and have devoted to its interests whatever of energy, of natural gifts and of social influence have been entrusted to me. I have been, for the most part, fortunate in my associates ; particularly fortunate in the co-operation of an enlightened board of directors.

The presence here to-day of those whose aid was so valuable in past years, awakens pleasant memories and glowing feelings. When men stand shoulder to shoulder, difficulties disappear, and on the heights thus won, we meet in after years to congratulate each other, as we recall our struggle and our success.

Gentlemen of the Board of Directors, you will permit me to remind you, as the counsel of age and experience, that the gentleman selected by you as my successor, selected because he possesses your confidence, will succeed better if he is permitted to work out his own plans. Systems devised in the closet may furnish useful suggestions, but should not override the judgment of one whose practical knowledge is the fruit of the study and experience of a life time. Nor need I caution you against lending too ready an ear to enthusiastic and credulous travelers, who bring captivating accounts of the success of this or that foreign system of instruction ; stories disproved by the results of careful and impartial examination by agents whom we have, at different times, sent to Europe. I do not claim that our system is perfect in its details ; we shall most gladly welcome all rational improvements, but in this, as in all others, systems that have been so well tested by reason and experience, radical changes should never be made except after thorough examination and clear evidence of better results than we have attained.

To the Principal Elect : I would express my heartfelt gratification that you have been judged worthy to succeed to the laborious and responsible office I am about to lay down. For over twenty years you have been my right hand man in every difficulty, in every labor, especially since an inscrutable Providence took from my side two other sons, whose bright promise of usefulness many here remember. I speak, therefore, on more certain ground than parental affection when I say that I can with entire

confidence leave in your hands the interests which for nearly half a century have been, and, while these pulses beat, ever will be nearest my heart.

I need only advise you to go on as you have begun, faltering not in that devoted zeal and unwearied labor that have won for you the confidence of the public and of the Board as testified by their unanimous choice. Continue to press on in the way of progress, to identify your own interests with those of the Institution, and to win as you have ever won the love and confidence of your pupils and of your assistants. Look to the Board of Directors as your best friends whose confidence you have won, whose approbation should be valued next to that of your own conscience, and whose co-operation will, with God's blessing, assure to the Institution the continuance of that unexampled career of prosperity for which together we have so long prayed and labored.

Teachers of the Institution : A high and solemn responsibility rests upon you, but I trust that you will all feel that the future prosperity of the Institution depends in no small degree on your all cordially and zealously acting together.

Let not the processes that have been improved by the fruit of fifty years' experience, and the successive labors of many zealous and able teachers deteriorate in your hands, or be lost to your successors. While I would not have you too bigoted to your old processes, yet in view of our past success innovations should be received with caution. Yet do not rest in the belief that our system is incapable of improvement, but cherish a laudable emulation in the task of carrying it nearer perfection. Remember that in teaching, as in all other earthly labors, diligent improvement of every opportunity will be requisite to keep yourselves in the front rank of progress. "Whatsoever your hand findeth to do, do it with all your might." Cultivate above all things the love of your pupils; it is only by awakening their enthusiasm in the difficult pursuit of knowledge that you can attain the highest success, and this enthusiasm can only be awakened by a teacher who shows an affectionate interest in his pupils.

Lastly, *my beloved pupils*, you will, I trust, believe that, having directed so many of my best years to your welfare and that of your brothers and sisters in misfortune, now in these parting words I have in view only your good. Referring you to the little farewell letter which I have prepared for you, and which I wish you to regard as you would the last counsels of a father; I would on this

occasion more especially exhort you to diligence in improving the golden opportunities of education, for your time is limited, and opportunities once lost, may never return.

Within these walls, I trust, in years to come as in years past, to hundreds of deaf-mutes, light will break out of darkness, revealing the long-hidden wonders of nature and art. The intellect awakened from its winter torpor, will rejoice in its new and active life. The affections and hopes of our common humanity, long chilled and crushed to earth, will here learn to go forth rejoicing in a clear vista of futurity,—a vista pointing to social usefulness and domestic happiness, and closing with that bright dawning of a better life of which the hope takes the sting from death. In that closing vision will rise the form of Him who said to the poor deaf-mute *Ephphatha*. At His touch again the long sealed ears open, not as here to jarring sounds, but to the eternal melodies of Heaven.

CONCLUSION.

It is a matter of regret that the address of Rev. Dr. Adams, which was peculiarly appropriate to the occasion, was unwritten, and cannot, consequently, be appended in this place.

Rev. Mr. Turner followed Dr. Adams with some interesting reminiscences of Dr. Peet's early life, when Mr. T. was associated with him at the American asylum more than forty years ago.

Professor Bartlett, formerly a teacher in this Institution, now in the American asylum, next delighted the deaf mute portion of the assembly by an eloquent address in their own language of signs, referring to the many changes in the Institution since he was connected with it.

After the benediction had been pronounced by the Rev. Dr. Vinton, the platform was cleared, and six members of the high class were called up to give evidence of what could be done to educate this class of persons whom the wisest of the Greeks and Romans held to be wholly incapable of instruction.

One beautiful girl recited in graceful pantomime a poem on the deaf and dumb, by Fitz Hugh Ludlow; a scene to remind one of Roscius reëntering into pantomime on the stage at Rome in the grand Augustan age, all the high thoughts and graceful turns of expression of Cicero or Horace. It is only through their own language of signs, as Dr. Peet says in his address, that deaf mutes can feel the kindling power of eloquence and of poetry.

PROCEEDINGS

OF THE SECOND BIENNIAL MEETING OF THE EMPIRE STATE ASSOCIATION OF DEAF-MUTES, HELD ON THE 28TH, 29TH, AND 30TH OF AUGUST, 1867.

This meeting, probably the largest and most remarkable gathering of educated deaf-mutes ever known, convened in the spacious chapel of the Institution on Wednesday morning, August 28th.

There were present about five hundred deaf-mutes, to whom the Institution was enabled to tender bed and board for the three days, from the fact that it being yet vacation, most of the pupils

were absent at home. The great majority were graduates of the New York Institution, but there were also a hundred or more graduates of other institutions, chiefly those of Hartford and Philadelphia, with some who had been educated in the schools of England, France and Germany. Many of them had come several hundred miles to attend this meeting. Some few were the possessors of an inherited competence, but the greater number were of the useful class that earn their own living; and not a few, also, the living of their families; for among them there were more than a hundred heads of families, many of whom have their children with them, who, with few exceptions, possess those precious faculties of hearing and speech wanting to their parents.

As the addresses required translation into the spoken vernacular for the benefit of the hearing persons present, or into signs for that of the deaf-mutes, this labor was shared by the Rev. Dr. Gallaudet, pastor of the St. Ann's Church for deaf mutes, and Prof. I. Lewis Peet. The New York city press was fully represented. There were also present two deaf-mute reporters—Mr. W. M. Chamberlain, who reported the proceedings for the National Deaf-Mute Gazette, and Mr. J. R. Burnet, for the Newark (N. J.) Daily Advertiser.

The proceedings were opened by a prayer in the language of signs, by the Rev. Francis J. Clerc, of Philadelphia, to whom that graceful and expressive language was (as also to Dr. Gallaudet) his *mother tongue*, he being the son of the venerable Laurent Clerc, who, in his youth, was pronounced the best pupil of the celebrated Sicard, and afterwards the ablest teacher in the Institution of Paris, where, fifty-two years ago, the venerable Gallaudet found him, and, recognizing his superior merit, induced him to cross the Atlantic and become a pioneer in the cause of deaf-mute education in America.

After an introductory address by the President of the Association, in which he recited the formation of the society, and paid a warm tribute to the memory of his predecessor in office, John W. Chandler, who died a few months after his election, Mr. Walter W. Angus, a teacher in the Indiana Institution, but a graduate of the New York Institution, was introduced as the orator of the day, and delivered, in the language of signs, a very able and instructive address, which occupied about an hour. It was gracefully delivered, and at its close elicited enthusiastic applause.

O. S. Strong, Esq., one of the Directors of the Institution, then

took the platform, and said that, in the absence of Mr. Winthrop, the President of the Board of Directors, who was then in Europe, the duty of representing the Board had devolved upon him. Mr. Winthrop's time, money and influence had been given to the Institution, and his absence on this occasion would be a matter of regret to him, as well as to the great assembly of deaf-mutes present, most of whom had learned to love and honor him. In the name of the President and Board of Directors, Mr. Strong cordially welcomed all to the Institution and its hospitalities, and hoped they would make themselves at home, and enjoy themselves as much as possible. He retired amidst hearty cheering.

Prof. I. L. Peet, who, having been brought up among deaf-mutes, was perfectly at home in the sign language, being called for, gave an impromptu address in signs. The eager attention of the assembly, and their many tokens of appreciation of what he said were striking proofs of the fact demonstrated, indeed, in a thousand ways all through this memorable gathering, that the only direct way to reach at once the understandings, and sway the feelings of a whole deaf-mute congregation, is by the language of signs.

The Convention re-assembled for the afternoon session at 3 o'clock.

The meeting having been called to order, Mr. Witschief as President, raised a cloth and exposed to view a massive pitcher, two goblets and a salver, all of solid silver, elegantly fashioned and carved, bearing the following inscription :

PRESENTED TO
HARVEY PRINDLE PEET, LL. D.,
BY HIS
DEAF-MUTE FRIENDS.

*As a testimonial of their gratitude for his long and faithful
services in their behalf as Principal of the New
York Institution for the Deaf and Dumb.
New York, August 28th, 1867.*

Amidst deep stillness and attention, Mr. Witschief presented the service of silver to Dr. Peet, in a graceful pantomime, corresponding to the following words, as written out by himself :

"Accept this plate, which I have the honor to present to you in the name of the subscribers, former and present pupils of the New York Institution, as a testimonial of our high appreciation

of your long devotion to the instruction of deaf-mutes, and of our gratitude for the benefits of education which you have bestowed upon us. Your labors of thirty-seven years in this Institution are recorded in history, and your name is as familiar to the schools of deaf-mutes in this country and abroad, as the grand palisades just beyond the river are to your eyes.

"We, the pupils who have been under *your* charge, still remember the zeal and energy with which *you* have labored to promote our intellectual and moral welfare; looking around this noble establishment, the largest of its kind in the world, we see how much you have toiled to build it up and make it attractive, and the admirable arrangement and management of its educational department show that your mind, even in spite of your increasing age and ill health, is still as active as formerly.

Our venerable friend, it must be gratifying to you to see us here in so large a gathering, welcoming you once more. While we regret your retirement from the high position which you have so long and most faithfully held, we are rejoiced to find your son, Isaac Lewis Peet, chosen to succeed you. He is worthy of the trust. And in your private life we hope and pray that our Heavenly Father will allow you to live long to enjoy the earthly blessings of life."

Dr. Peet responded as follows:

"*Mr. President*—With emotions too deep for utterance, I accept the testimonial which you have so gracefully and kindly presented to me. It shall ever be cherished as one of my most precious possessions, and as such be transmitted to my descendants. The sight of it will ever awaken pleasant feelings, reminding me of this, one of the happiest days of my life—the crowning day of more than forty-five years of zealous labor in behalf of the deaf and dumb. Retiring now to seek that repose, grateful after long labor, necessary at my advanced age, this memorial will be to me a proof that I have not lived and labored in vain; that the deaf and dumb in whose service all the best years of my life have been spent, have minds and hearts capable of the highest cultivation, as is testified by their warm gratitude to their teachers, and their graceful mode of showing that gratitude. I see around me many of those who, in years past, rejoiced my heart and rewarded my labor by their good conduct and diligence in study, tokens of the usefulness and respectability to which they have since attained. That many others whose promise of usefulness was bright have gone over the dark river of

death, is a saddening and yet chastening reflection. It teaches us the importance of timely preparation for that great change that must come to all. God's ways are not as our ways, and the summons may come when we least look for it. That you, my friends, may all be useful and respected in this life and prepared for the better life to come, shall ever be my earnest prayer. I shall see but few of you again in this life; but I hope, while I am spared, to hear of your welfare. And surely there is not one of you who will not strive to attain and make sure the hope of that meeting to which we reverently look forward in that better land to which our loved ones are gone, where there shall be no more parting nor sorrow, and where the long sealed ears of the deaf shall open to the eternal songs of the redeemed.

Professor Clerc followed with some interesting reminiscences of Dr. Peet, whose first instructor he had been in signs, and with whom he had been associated more than forty years ago at Hartford.

John Carlin, of New York, an artist in this city, and a deaf mute from birth, read an address in blank verse, of his own composition, smooth in versification, and presenting, in quite a poetical manner, many ideas appropriate to the occasion.

Several of the deaf mute gentlemen present, Thomas Brown, of New Hampshire, Prof. Joseph O. Pyatt, of Philadelphia, Prof. Job Turner, a native of Massachusetts, but a teacher in the Virginia Institution, made interesting addresses in the language of signs.

Prof. Peet took the opportunity to introduce to the assembly, in some favorable remarks, Mr. Chamberlain, the editor of the Deaf Mute National Gazette, who came forward and explained the principles on which he meant to conduct his paper, which, if the deaf and dumb generally would aid him by their contributions of facts, fancies and arguments, to fill the paper, and money to pay for it, he hoped to make highly valuable to them, as well as profitable to himself.

He was followed by Dr. Alexander Wilder, of the Evening Post, whose remarks, translated into signs by Prof. Peet, entertained the company greatly.

The second day's proceedings were chiefly devoted to the business of the Empire State Association, discussing proposed amendments to the constitution, and electing officers. The association voted to admit females, and also deaf mutes from New Jersey. While the balloting for officers was going on, several addresses

were made ; among others, by Mr. McGann, principal of the Hamilton school, Canada West. Rev. Dr. Gallaudet introduced Mr. A. J. Harty, a semi-mute, as proposing to go to Africa and carry the gospel to the unfortunate deaf mutes of that dusky continent, whom no ordinary missionary could reach.

The officers elected were : President, Alphonso Johnson of New York ; Vice-President, William O. Fitzgerald, New York ; Secretary, Henry C. Rider, Mexico, New York ; Treasurer, C. Cuddeback, Lyons, New York.

Managers : For Western New York, S. A. Taber, Scipio, New York ; for Northern New York, E. E. Miles, Syracuse, New York ; for Southern New York, M. D. Bartlett, Brooklyn, New York ; for New Jersey, W. McDougal, South Bergen, New Jersey.

The following gentlemen were elected Honorary Members : Rev. Eastburn Benjamin, Prof. Laurent Clerc, A. M., Rev. Dr. Francis C. Clerc, Prof. O. W. Morris, of New York ; John R. Barnet, of New Jersey ; Wm. Martin Chamberlain, of Massachusetts ; and John W. Compton, of Washington, D. C.

The morning of the third day was devoted to a game of baseball between two clubs composed of deaf-mutes, the Fanwoods of New York, and the Columbias of Washington.

At twelve o'clock there was a great gathering of deaf-mutes, including most of those who had attended the convention, at St. Ann's Church for deaf-mutes, in Eighteenth street, New York. This church is a large, imposing and beautiful edifice, belonging to a congregation composed partly of deaf-mutes, and partly of hearing persons, attracted together by benevolent interest in the deaf and dumb. Here, every Sabbath afternoon, a deaf-mute congregation gathers to join in public worship in the only language in which a whole deaf-mute assembly can join in prayer, praise or exhortation.

On the present occasion, special religious exercises were held for the benefit of the members of the convention, many of whom, returning to their homes in remote country districts, may, perhaps, never again enjoy a similar privilege.

At this meeting Dr. Gallaudet read a letter just received from Mr. David Buxton, a distinguished teacher of deaf-mutes in Liverpool, England, and an accompanying address to Dr. Peet, expressing the high respect and sympathy of many of the most eminent British teachers of the deaf and dumb, on the occasion of his retirement from the active duties of his profession.

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|---|-------------------------------|
| 1862. Brady, James T. | 1865. Camp, Hugh N. |
| Baker, Henry J. | 1867. Chase, Nelson |
| Barclay, George | 1819. Durand, John P. |
| Booth, William T. | 1830. Dobbin, James |
| Boyd, William L. | 1832. *Downer, Samuel |
| Barreda, F. L. | 1834. Douglas, James |
| 1818. *Colden, Cadwallader D. | 1835. *Day, Mahlon |
| *Clarkson, Gen. Matthew | 1839. Davies, Henry E. |
| 1829. Cram, Jacob | 1847. Delano, Franklin H. |
| 1832. *Cornell, Robert C. | Durant, Clark |
| 1833. Corning, Jasper | Dodge, Edward |
| 1847. Chauncey, Henry | 1856. De Peyster, Frederic |
| Collins, Edward K. | Du Bois, Cornelius |
| Chamberlain, William | 1862. De Peyster, James F. |
| Cobb, James N. | Dix, Gen. John A. |
| Coit, Henry | Douglas, Benjamin |
| 1854. *Cornell, George J. | *De Forest, W. Wheeler |
| 1855. Cassebeer, Henry A. | Donalson, James |
| 1856. Campbell, John | Dore, John |
| 1858. Chanler, J. Winthrop | Delano, B. F. |
| Campbell, William W. | Dunning, W. |
| 1860. Chauncey, Jr., Henry | Douglass, William |
| 1862. Cozzens, Abraham M. | Douglass, George |
| Crosby, John P. | Drew, Daniel |
| Colgate, Edward | Dodge, Wm. E. |
| Connolly, Charles M. | Dodge, Jr., William E. |
| Coulter, Samuel | De Witt, D. D., Rev. Thos. |
| Clark, Horace F. | 1864. De Peyster, J. Watts |
| Craven, Alfred W. | 1863. Daly, Charles P. |
| Cotheal, Alexander J. | Dean, Gilbert |
| Corwin, Charles F. | Dunning, Edwin J. |
| Chapin, Rev. Edwin H. | 1866. Drowne, Henry T. |
| *Cummings, D. D., Rev. J. W. | 1862. Evarts, William M. |
| *Creighton, D. D., Rev. Wm. | Elliot, M. D., Augustus G. |
| Clarkson, Matthew | Ellsworth, Henry |
| Carrigan, Andrew | Ellsworth, E. |
| Comstock, Sylvester R. | 1818. *Ferguson, John |
| Cromwell, William | 1819. *Fleming, John |
| Cooper, Peter | 1832. Faile, Thomas H. |
| Carlin, John | 1847. Field, Benjamin H. |
| Cannon, Le Grand | 1856. Field, Cyrus W. |
| Cowles, Edward E. | 1858. Fancher, Enoch L. |
| Cochrane, John | Folsom, George |
| 1863. Coxe, D. D., Rev. Arthur, Cleveland | 1862. Eranklin, Morris |
| Caswell, John | Frothingham, Rev. Octavius B. |
| 1863. Cornell, Charles G. | Field, Hickson W. |
| | Field, Courtland DePeyst'r |
| | Fuller, Dudley B. |

1862. Ferris, A. M.
Fish, Hamilton
Fischel, Rev. Arnold
1819. *Gibbons, Thomas
1832. *Greele, Augustus
1847. Grinnell, Moses H.
Groesbeck, David
Green, John C.
Gardner, Thomas
1862. Gilbert, Clinton
Gescheidt, M. D., Ath'y
Gibbs, M. D., Wolcott
Gallaudet, D. D., Rev. Thos.
Gray, Jr., Horace
Gerard, James W.
Gale, Thomas W.
Gray, John A. C.
Gunther, Christian G.
Gibbes, Robert Morgan
Goodhue, Charles C.
Garner, Thomas,
Girard, Jr., Edward
1865. Griffith, Evan
1819. *Hyer, Garrit
1826. *Hedges, Timothy
1827. *Hone, Phillip
1830. *Hosack, M. D., David
1832. *Halsted, William M.
1843. *Hicks, Samuel
*Henriques, Moses
1834. *Holmes, Obadiah
Harris, Townsend
1846. *Hall, Francis
1847. *Hurlbut, Elisha
Hicks, Henry W.
Hall, Valentine G.
1856. *Halstead, Caleb O.
1858. Hurlbut, Henry A.
*Harsen, M. D., Jacob
Huntington, Daniel
Hays, William H.
Hoffman, John T.
Hitchcock, D. D., Rev. Ros-
well D.
Hunt, Wilson G.
*Haggerty, John
1858. Harper, James
Hosack, M. D., Alex. E.
Hoffman, Samuel V.
Hogeboom, John T.
Haven, John
Hone, Robert S.
*Hughes, D. D., Most Rev.
John
Howland, Rev. Robert S.
Holbrook, Francis L.
Howland, Joseph
1863. Hall, Brig. Gen. William
Herrick, M. D., Everitt
1864. Holdredge, Henry
1867. Halsted, James M.
Holbrook, M. L.
1819. *Irving, John T.
1845. Irvin, Richard
1862. Ingham, Thomas
Iselin, Adrian
1818. *Jay, Peter Augustus
1833. *Joseph, J. L.
1847. *Johnston, John
*Jones, Walter R.
1862. Jeremiah, Thomas.
Jaffray, Edward S.
Johnston, James B.
Johnston, John T.
1866. Jesup, Morris K.
1818. *Kipp, Leonard
1832. Knox, James
1833. Knapp, Shepherd
1834. Kelly, William
1847. *Kernochan, Joseph
*Kelly, Robert
Kingsland, A.
1853. *Knox, D. D., Rev. John
1856. Ketchum, Tredwell
Ketchum, Edgar
1862. Kirkland, Charles P.
King, Archibald Gracie
Kenned, R. Lenox
King, L. L. D., Charles
Kent, James
1825. *Lawrence, Isaac

- | | |
|---------------------------------|----------------------------------|
| 1829. *Lee, Gideon | 1861. Morris, Oran W. |
| 1830. *Lovett, James | 1862. Moore, Thomas W. C. |
| 1832. *Lenox, Robert | Mayo, M. D., Wm. S. |
| 1833. Livingston, Charles L. | *Mott, M. D., Valentine |
| Lord, Rufus L. | Moore, George H. |
| 1847. Lord, Daniel | McMartin, Peter |
| *Leupp, Charles M. | Morgan, D. D., Rev. Wm. F. |
| 1851. *Lawrence, Joseph | Muhlenberg, D. D. Rev. |
| 1852. Lee, William P. | William A. |
| Lyon, William | Morgan, Charles. |
| 1856. Lowery, John | *Marshall, Charles H. |
| 1858. Leveridge, John W. C. | Manniere, Benjamin F. |
| Lowe, James | Martin, William R. |
| 1864. Livingston, Robert E. | Mead, Ralph |
| Lawrence, Ab'm R., Jr. | Mott, William F. |
| 1862. Ludlum, Nicholas | Mott, Jr., William F. |
| Lenox, James | Mali, Henry W. T. |
| Lorillard, Peter | Merritt, George. |
| Low, Abiel A. | Miller, George M. |
| Lord, John T. | McCord, Jacob R. |
| Little, George W. | Messenger, Thomas |
| Lathrop, D. D., Rev. Ed. | Miller, Wm. A. |
| | Monroe, Col. James |
| 1817. *Murray, Jr., John | 1863. McClellan, Maj. Gen. G. B. |
| 1819. *Milnor, D. D., Rev. Jas. | |
| *Mapes, Jonas | 1833. *Nevins, Russel H. |
| 1820. *Moore, Dr. Samuel | 1847. *Nevins, David H. |
| 1825. *Miller, Sylvanus | Nelson, William |
| 1727. *McCarthy, Dennis | 1862. Niblo, William |
| *Mitchell, M. D., Sam'l L. | Nack, James |
| 1828. *Mapes, Charles | Nelson, Edward D. |
| 1830. McCracken, H. | Norrie, Adam |
| Maxwell, Hugh | |
| 1833. *McIntyre, Archibald | 1821. Olcott, Jedediah |
| 1845. Macy, Wm. H. | 1832. *Oothout, John |
| 1847. *Minturn, Robert B. | 1859. Olmstead, Lewis J. |
| *Manice, DeForest | 1862. Osbon, D. D., Rev. A. M. |
| *Mills, Drake | Osgood, D. D., Rev. Sam'l |
| McCullough, James | O'Connor, Charles |
| 1851. Metcalf, M. D., John T. | Opdyke, George |
| 1853. Morgan, Edwin D. | Oothout, Henry |
| 1856. Morgan, George D. | Odell, William A. |
| Mitchell, Samuel L. | |
| 1858. Martin, Isaac P. | 1832. Peet, Harvey P. |
| *Macauley, D. D. Rev. | 1847. Pell, Walden |
| Thomas | Penfold, Edmund |
| 1860. Marquand, Frederick | 1856. *Phelps, Anson G. |
| Morse, Samuel F. B. | Patterson, Joseph W. |
| Morse, Sidney E. | 1860. Peet, Isaac Lewis |

1861. *Peet, Edmund B.
*Peet, Edward
1862. Pike, Daniel
Paine, John
Pell, Robert L.
Phelps, Royal
*Perit, Pelatiah
Pritchard, William M.
Paton, Thomas C. M.
1862. Phelps, John J.
Phelps, Isaac N.
Park, Charles F.
Philbin, Stephen
Paine, Dr. Martyn
Parmly, Samuel W.
Parmly, Eleazer
*Potts, D. D., Rev. Geo.
Potter, D. D., Rt. Rev.
Horatio
*Phillips, D. D., Rev. Wil-1858.
liam W.
1865. Peyton, George
1867. Prime, D. D., Samuel I.
1819. *Romaine, Samuel B.
1822. Rogers, John M.
1824. *Rutgers, Col. Henry
1834. *Robins, George S.
1842. *Russell, Israel
1847. *Rogers, J. Smyth
1856. Roome, Charles
Randolph, Franklin F.
1860. Rankin, Robert G.
1862. Rutherford, Lewis M.
Russell, James F.
Raphall, Rev. Morris J.
Richards, A. C.
Russell, Charles H.
Robinson, Edward M.
Robertson, Jacob A.
Raymond, Henry J.
Rice, D. D., Rev. Nathan L.
Richardson, Eaton J.
1863. Robinson, Douglas
Rauch, John A.
1866. Rodenstein, M. D., Louis A.
1819. *Slidell, John
1820. Smith, William
1821. *Smith, James
1826. Stevens, M. D., Alex. H.
1829. *Shroeder, D. D., Rev. J. F.
*Stuyvesant, Peter G.
1831. Seymour, Lewis
*Seymour, Thaddeus
1833. *Shipman, George P.
1834. *Stone, William L.
1847. Spofford, Paul
Stuart, Robert L.
*Swan, Benjamin L.
Seymour, William N.
Sturges, Jonathan
*Smith, Ruel
Stebbins, Henry G.
Smith, William H.
1856. *Smith, Cornelius
1858. Strong, William K.
Swords, Charles R.
*Stuyvesant, Gerard
Smith, Augustus F.
Schieffelin, Henry M.
Salisbury, Henry
Smith, Uriah J.
1859. Smith, Charles
1860. Strong, Oliver S.
Smith, E. Delafield
Slade, John M.
Smith, D. D., Rev. J. Cotton
1862. Sloan, Samuel
*Smith, Washington
Schell, Augustus
Schell, Robert
Schell, Richard
Smyth, Henry A.
Stuyvesant, A. V. H.
Stoddard, Rev. Chas. A.
Schock, Rev. James L.
*Scott, Lt. Gen. Winfield
Smith, Rev. Asa D.
Sturges, Jonathan
Sampson, Joseph
Schuchardt, Frederick
Stokes, James
Sands, Austin
Stewart, Alexander T.
Smith, Alba F.

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|--------------------------------|---------------------------------|
| 1862. Stout, Andrew V. | 1865. Vanvoorhis, B. W. |
| Starr, Egbert | Varnum, Jr., Joseph B. |
| *Smith, M. D., Joseph M. | Vinton, D. D., Rev. Francis L. |
| Stone, William W. | Vinton, D. D., Rev. Alex'r |
| Spring, D. D., Rev. Gardner | Vanderbilt, Cornelius |
| 1863. Stewart, David | Vermilyea, D.D., Rev. T. E. |
| 1864. Schell, Edward | Van Dyck, Henry H. |
| | 1867. Van Nest, Abram R. |
| 1825. *Thompson, Jeremiah | |
| 1830. Thompson, Robert | |
| 1831. *Thompson, Martin E. | 1818. *Warner, George |
| 1834. *Thompson, Samuel | 1819. Woodhull, Rev. |
| Titus, Peter S. | 1828. *Watts, Jr., M. D., John |
| 1835. Thompson, David | 1830. Williams, John H. |
| 1845. Taylor, Moses | 1832. *Woolley, Britain L. |
| 1847. *Tileston, Thomas | *Wayland, Charles |
| Thorne, Jonathan | *Weeks, Robert D. |
| Talbot, Charles N. | 1833. *Walker, Joseph |
| 1850. Trimble, George T. | *Willis, John R. |
| 1856. Tiemann, Daniel F. | *Wyckoff, Henry J. |
| 1858. Tiemann, Peter Cooper | *Ward, John |
| Trimble, Merritt | *Wolfe, Christopher |
| Tallmadge, Frederick A. | 1834. *Wisner, Gabriel |
| 1860. Trask, Charles H. | *Wardell, Charles |
| 1862. Taylor, William B. | 1841. Winthrop, Benjamin R. |
| Taylor, George | 1847. *Wetmore, William S. |
| Titus, James H. | Wetmore, Prosper M. |
| True, D. D., Rev. Chas. K. | *Wilmerding, William E. |
| Todd, William W. | Wheeler, Ezra |
| Thompson, William A. | *Wotherspoon, James |
| Thorn, W. K. | Watkins, James Y. |
| 1867. Tonnele, John L. | Wolfe, Nathaniel H. |
| Thomson, James | 1853. Warner, Andrew |
| | 1858. *Williams, M. D., Ab'm V. |
| 1847. *Underhill, Joshua S. | 1860. Wheelwright, Benj. F. |
| 1862. *Underhill, Walter | 1862. Ward, Augustus H. |
| Ullshoefer, Michael | Whitlock, Jr., William |
| | Willetts, Samuel |
| 1817. *Varick, Richard | Willis, Edward |
| 1818. *Van Wyck, Pierre C. | Warren, John |
| 1821. Verplanck, Gulian C. | Walker, Edward |
| 1855. Vandewater, W. | Weissman, Augustus |
| 1858. *Van Schaick, Myndert | Winthrop, Eger'n Leigh |
| 1860. Van Arsdale, John | Ward, Lebbeus B. |
| 1862. Van Winkle, Edgar S. | Wood, O. E. |
| Van Nostrand, David | Wheeler, David E. |
| Van Beuren, M. M. | Willis, Richard |
| Van Nest, Jr., Rev. Abraham R. | Walton, Elisha L. |
| | Walsh, A. Robertson |

Witthaus, Rudolph A.
Weeks, John A.
Wolfe, John D.
Whitehead, Rev. Charles

1863. Weeks, James
1864. Ward, Elijah
Weed, Thurlow
1867. Wheelock, William A.

1830. Young, A.
1833. *Yates, John B.
1858. Young, Henry
1862. *Young, Edmund M.

Albany.

*Allen, Otis
Ballard, Horatio
*Benedict, Jr., Lewis
Campbell, Robert
Corning, Erastus

1862. Harris, Ira
Humphrey, James
*James, Rev. William
*King, Rufus H.
Porter, John K.
Prentice, E. P.
Perry, Eli
Pruyn, John V. L.
*Rathbone, Joel
Street, Alfred B.
Townsend, Franklin
Woolworth, Samuel B.
1866. Rice, Victor M.

Albion.

1862. Burrows, Lorenzo

Amenia.

1866. Palmer, Abiah W.

Addison.

1862. Smith, William R.

Angelica.

Lockhart, J.

Auburn.

Morgan, Christopher
Porter, John

Seward, Wm. H.
Wright, Dwight

Apulia.

Miles, Edwin

Ballston Spa.

Cook, James M.

Brooklyn.

Brevoort, J. Carson
Caldwell, Samuel B.
Greenwood, Joseph M.
Hubbard, Richard W.
Murphy, Henry C.
Silliman, Benjamin D.
Smith, Cyrus P.
1863. Smith, Jesse C.

Buffalo.

Clinton, George W.
Fillmore, Millard
Rich, Edward S.
1863. Ganson, John

Bath.

1862. Magee, John

Butternuts.

Washburn, A. G.

Binghamton.

*Dickinson, Daniel S.

Bedford.

Robertson, Hezekiah D.

Brasher Falls.

Hulburd, Calvin T.

Canandaigua.

Beals, Thomas
Granger, Francis
Smith, James E.

Canisteo.

Taylor, Nathaniel C.

Canton.
Barnes, Joseph

Castile.
Halstead, J. B.

Chittenango.
*Yates, Rev. Andrew

Corning.
Irving, William

Cuba.
Hatch, Wolcott

College Point.
Poppenhusen, Conrad
Schleicher, Herman A.

Deposit.
Wheeler, Nelson K.

Dexter.
Bell, James A.

Easton.
Barker, Benajah

Elmira.
Arnott, John
Bevier, Henry H.
Robinson Lucius

Esopus.
Pierce, George T.

Essex.
1867. Havens, Palmer

Flushing.
1862. Lawrence, John W.

Florida.
Millmine, William A.

Fulton.
Wolcott, J. J.

Fonda.
Cushing, Richard H.

Fort Covington.
Paddock, Henry A.

Fort Plain.
Adams, Robert

Geneseo.
*Wadsworth, Gen. Jas. S.

Geneva.
Folger, Chas. J.
Foot, Samuel A.

Greenwich.
Boise, David A.

Grassy Point.
Conger, Abraham B.

Havana.
*Cook, Charles

Hornellsville.
Aldist, Martin

Ithaca.
Boardman, D.
Whiting, Cornell

Jamaica.
King, John A.

Kinderhook.
*Van Buren, Martin

Lawyersville.
Ramsey, Joseph H.

Lockport.
Hunt, Washington
Walter, Peter D.

Little Falls.
Benton, Nathaniel S.

Newburgh.

Hasbrouck, William C.
Weed, Harvey

New Rochelle.

Smith, M. D., Albert

New Lots, L. I.

Sneidiker, Isaac

Niagara Falls.

Porter, Peter A.

North Adams, Mass.

1863. Weeks, Rev. Robert

Ogdensburgh.

1862. *King, Preston
Skinner, J. W.

Olean.

Merritt, Abraham

Oneonta.

Ford, E. J.

Onondaga.

1862. Alvord, Thomas G.

Oswego.

*Fay, George W.
Murray, Hamilton
Tremaine, Lyman

Ovid.

Seeley, John E.

Oxford.

Clark, Dwight H.

Panama.

1866. Sessions, Walter L.

Port Byron.

1862. Ross, Elmore P.

Port Chester.

Van Reusselaer, Wm. P.

Plattsburgh.

Stetson, Lemuel

Rochester.

Burke, William

Root.

Bowdish, John

Russell.

Smith, Russell

Saratoga Springs.

Cook, Ransom
Stone, William L.
Stevens, Edward P.

Schenectady.

Van Vorst, A. A.

Setauket.

Strong, Selah B.

Stillwater.

Eddy, Samuel

Syracuse.

Avery, Latham
Leavenworth, E. W.
May, Rev. Samuel J.
Munroe, Allen
Sedgwick, Charles B.
Woolworth, Richard.
1867. Wood, Hon. Daniel P.

Troy.

1862. Brinsmade, M.D., Thos. C.
Coit, D. D., Rev. Thos. W.
Edwards, Jonathan
Hawley, Philip
Heartt, Philip M.
Schrivver, Peter
Thorn, James.

Utica.

Perkins, George R.
Sayre, James
Seymour, Horatio
Walker, Thomas R.

Waterford.

Cramer, John

Stewart, John

Waterloo.

Fatzinger, Thomas

Watertown.

Cooper, Howell

Yonkers.

Carter, Rev. Abraham B.

Flagg, Ethan

Underhill, Edward

Waring, John T.

Waring, William C.

Poor, D. D., Rev. Daniel W.—
Newark.

Stevens, Edwin A.—Hoboken.

*Smith, M. D., Lyndon A., New-
ark.

Stearns, Rev. Dr.—Newark.

*Massachusetts.*1863. Weeks, Rev. Rob't—North
Adams.*Ohio.*

Hill, Charles W.—Toledo

Pennsylvania.

Morris, Wistar—Philadelphia

New Jersey.

*Burrall, Charles—Hoboken.

Gregory, Dudley S.—Jersey City.

Green, James W.—Trenton.

Kendall, Amos—Trenton.

Layton, William E.—Newark.

Olden, Charles S.—Trenton.

England.

Bates, Joshua—London

Brown, William—Liverpool

Peabody, George—London

France.

Vaise, Prof. Leon—Paris

LADIES.

Adams, Mrs. William

Astor, Jr., Mrs. John J.

Anderson, Mrs. Robert

Alden, Mrs. R. B.

Andrews, Mrs. C. A.

Cobb, Mrs. James N.

Colden, Mrs. Fanny

Cooper, Mrs. Cornelia

Cruger, Mrs. Douglas

Camp, Mrs. Elizabeth McKisson

Brodhead, Mrs. John R.

Brooks, Mrs. Erastus

Brown, Mrs. Helena T.

Bradish, Mrs. Luther

Barclay, Mrs. Sarah S.

Brown, Miss Mary V. N.

Baker, Mrs. Henry J.

Beekman, Mrs. James W.

Davies, Mrs. Henry E.

De Peyster, Mrs. Frederic

*Dixon, Miss Sarah

*De Peyster, Mrs. Ann

Eddy, Miss Lucy H.

Carlin, Mrs. Mary A.

Chanler, Mrs. Elizabeth S.

Clark, Mrs. Horace F.

Cooper, Miss Margaret Adelia

Cooper, Miss Julia

Clinch, Miss Anna C.

Fancher, Mrs. Enoch L.

Field, Mrs. Benjamin H.

Field, Mrs. Cyrus W.

Fish, Mrs. Hamilton

Field, Mrs. Virginia H.

*Folsom, Mrs. George

Gallaudet, Mrs. Thomas

Grosvenor, Mrs. Matilda A.

Perry, Mrs. Eliza J.

Hewitt, Mrs. Amelia

Robinson, Mrs. Fanny

Holbrook, Mrs. Ann

Robbins, Mrs. George S.

Josack, Mrs. Alexander E.

Roosevelt, Mrs. James J.

Hyde, Miss Estelle

Ross, Miss Mary B.

Iselin, Mrs. Adrian

Schell, Mrs. Robert

Jay, Miss Elizabeth C.

Sip, Mrs. Sarah E.

Jones, Mrs. James J.

Smith, Mrs. Wm. H.

Jones, Miss Mary S.

Snelling, Mrs. Eliza T.

Spencer, Mrs. Cath. Lorillard

Knapp, Mrs. Shepherd

Spring, Mrs. Gardiner

Stoner, Mrs. Harriet

Lawrence, Mrs. Lydia

Stoughton, Mrs. Mary F.

Lawrence, Miss Harriet

Stout, Mrs. Andrew V.

Lee, Mrs. Wm. P.

Stuyvesant, Mrs. Helena

Low, Mrs. Abiel A.

Swan, Mrs. Frederick G.

Lyon, Mrs. Susan R.

Schieffelin, Mrs. Samuel B.

Smith, Mrs. E. Delafield

Macaulay, Mrs. Mary E.

Taber, Miss Harriet

Maury, Miss Ann

Thayer, Mrs. John E.

McClellan, Mrs. Ellen

Tiemann, Mrs. Daniel F.

Miller, Mrs. Julia

Trimble, Mrs. George T.

Minturn, Mrs. Robert B.

Trimble, Mrs. Merritt

Morgan, Mrs. Edwin D.

Walter, Mrs. Ellen

Morse, Mrs. Samuel F. B.

*Warner, Mrs. George

Muller, Mrs. Cornelia R.

Warner, Mrs. Andrew

Odell, Mrs. William A.

Warner, Miss Kate

Wetmore, Miss Emily N.

Patterson, Mrs. Joseph W.

Winthrop, Mrs. Eliza A. C.

Peet, Mrs. Harvey P.

Winthrop, Miss Eliza Stuyvesant

Peet, Mrs. Mary Toles

*Weeks, Mrs. Harriet T.

Pierrepoint, Mrs. Henry E.

Zabriskie, Mrs. Christian A.

Putnam, Mrs. Washington

CHAPTER 325.

AN ACT to provide for the care and education of indigent deaf mutes under the age of twelve years.

Passed April 25th, 1863.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of such town, or of the supervisors, of such county, to place such child in the New York Institution for the Deaf and Dumb.

§ 2. Any parent, guardian or friend of a deaf mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing, by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor, if satisfied that the parents or natural protectors of such child are, or such child is, in indigent circumstances, to place such child in the New York Institution for the Deaf and Dumb.

§ 3. The children placed in said institution, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed one hundred and fifty dollars each, per year, until they attain the age of twelve years, unless the director of said institution shall find, as to any such child, that it is not a proper subject to remain in said institution.

§ 4 The expenses for the board, tuition and clothing of such deaf mute children, placed as aforesaid in said institution, not exceeding the amount of one hundred and fifty dollars per year, above allowed, shall be raised and collected as are other expenses for the support of the poor of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of said institution, shall be paid to said institution by the said county ; and its county

treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

CHAPTER 721.

AN ACT to increase the compensation authorized by the act entitled, "An act to provide for the care and education of indigent deaf mutes under the age of twelve years;" passed April twenty-fifth, eighteen hundred and sixty three.

Passed April 24, 1867.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. The expenses of the board, tuition and clothing of the children under the age of twelve years, placed in the New York Institution for the Instruction of the Deaf and Dumb, pursuant to the provisions of the 3d and 4th sections of chapter 325, Laws of 1863, shall, until otherwise directed by law, be estimated at the rate of \$230 per capita, instead of the amount therein provided.

§ 2. This act shall take effect on the 1st of September, 1867.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTION 9.

Every indigent person, resident in this State, between twelve and twenty-five years of age, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into the institution for the deaf and dumb ; provided his or her application be approved by the Superintendent of Public Instruction ; and in those cases where, in his opinion, absolute indigence is not established, he may approve of such application, and at the same time, may impose conditions, whereby some proportionate share of the expense of educating and clothing such pupils shall be paid into the treasury by their parents, guardians, or friends, in such way and manner, and at such time or times as he shall designate, which conditions he may subsequently modify as he shall deem expedient.

FORM OF AFFIDAVIT AND APPLICATION.

STATE OF NEW YORK, }
COUNTY OF } ss.

of the town of in said county, being duly sworn, says that he is the *father* of , a deaf-mute child, residing with deponent, and who was born on the day of , that in consequence of the straightened circumstances of deponent [*or of the parents of said child*] its morals and comfort cannot be properly cared for, in its present situation; and deponent desires that said child shall be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863.

Subscribed and sworn to this day }
of , 186 , before me. }

Form of Certificate to be granted by Supervisor or Overseer, to be sent to the Institution.

STATE OF NEW YORK, }
COUNTY OF } ss.

I have this day selected of the town of county of , son [*or daughter*] of , who was born on the day of , 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, for the term of years from the day of , 18 , to be educated and supported therein, during that period, at the expense of the county of , in conformity with the provisions of chapter 325, Laws of 1863.

Overseer of the Poor of the town of .

Dated, , 186 .

FORM OF CERTIFICATE.

to be sent by the Overseer of the Poor to the Superintendent of Public Instruction, Albany, in the case of candidates for admission twelve years of age and over.

The undersigned, overseer of the poor of the town of _____, in the county of _____, do hereby certify that _____ of said town, is deaf and dumb. The _____ was _____ years of age on the _____ day of _____, 18 ____; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction. The names of the parents of the said _____ are _____, and the said _____ has _____ sufficient pecuniary ability to pay for the board, tuition or anything of said _____, at the New York Institution for the Instruction of the Deaf and Dumb; and I would commend _____ to the favorable consideration of the Superintendent of Public Instruction.

Dated, _____, 186 ____.

Overseer of the Poor of the town of _____

To the Superintendent of Public Instruction, Albany.

TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of two hundred and sixty dollars each per annum.* Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the last Wednesday in June, to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

V. Application from a distance, letters of inquiry, &c., must be addressed, post-paid, to the Principal of the Institution. The selection of pupils, over 12 years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communications on the subject must be addressed. Children of indigent parents, under 12 years and over six, may be admitted to the Institution by certificate of any Overseer of the Poor, or Supervisor.

VI. Should objection exist to the admission of any individual, the board reserve to themselves or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the institution. No extra charge is made, in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with

*The advance upon the rate of former years is rendered necessary by the greatly increased cost of all articles of consumption growing out of the state of the currency.

pen, is likewise a qualification very desirable. In reference to this subject it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual? If he has a middle name, it should be given in full.

2. When was he born? Give the year, month and day of the month.

3. Was he born deaf? And if so, was there any cause which is supposed to have operated before birth? If not, at what age did he lose his hearing? And by what disease or accident?

4. Is the deafness total or partial? If the latter, what is the degree of hearing? *e. g.* Can he distinguish any spoken words? Can he hear the human voice at all? or what voices can he hear?

5. Have any attempts been made to remove the deafness? and what are the results of such efforts?

6. Is there any ability to articulate? or read on the lips?

7. Have any attempts been made to communicate instruction? and is he acquainted with any trade or art? or with the mode of forming letters with a pen?

8. Is he laboring under any bodily infirmity, such as palsy, nervous trembling, malformation of the limbs, defective vision? does he show any signs of mental imbecility or idiocy?

9. Has the deaf mute had the small pox, or been vaccinated? has he had the scarlet fever, measles, mumps or whooping cough?

10. Are there any cases of deafness in the same family, or among the collateral branches of kindred? and how and when introduced?

11. What are the names, occupation and residence (nearest post office) of the parents? Give the christian names of both father and mother.

12. Are either of the parents dead? If so, has a second connection been formed by marriage?

13. Was there any relationship or consanguinity between the parents previous to marriage? *e. g.* Were they cousins?

14. What are the number and names of their children?

By order of the board of directors.

BENJAMIN R. WINTHOP, *President.*

ANDREW WARNER, *Secretary.*

SITUATION OF THE INSTITUTION.

The grounds belonging to the Institution comprise thirty-seven and a half acres, bounded on the west by the Hudson river, and on the east by the Kingsbridge road. The entrance from the latter is at its intersection with the Tenth avenue, about nine miles from the City Hall.

The Institution can be reached by three lines of public conveyance from the city:

1. By the way trains on the Hudson River railroad, from Chambers street and 30th street, stopping at 152d street. The Institution is about half a mile north of this station.
2. By the Third avenue railroad to Harlem, and thence by stage.
3. By the Eighth avenue railroad to 125th street, and thence by stage.

PUBLIC MEETINGS.

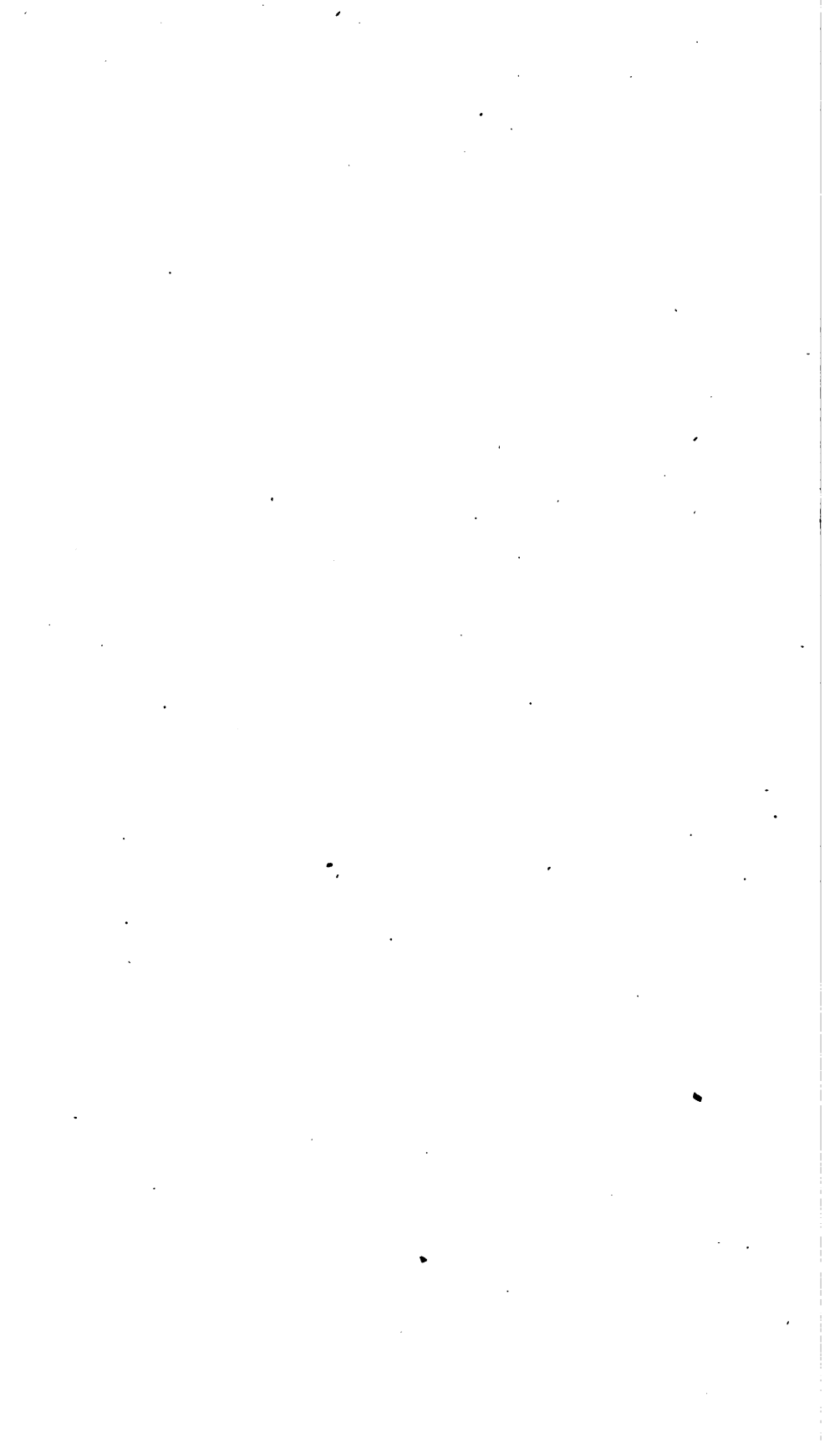
While the Institution is open to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest, when the public exercises are held in the chapel, viz: At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the last Wednesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which, as well as of the quarterly meetings, will be given in the newspapers.

FORM OF A BEQUEST.

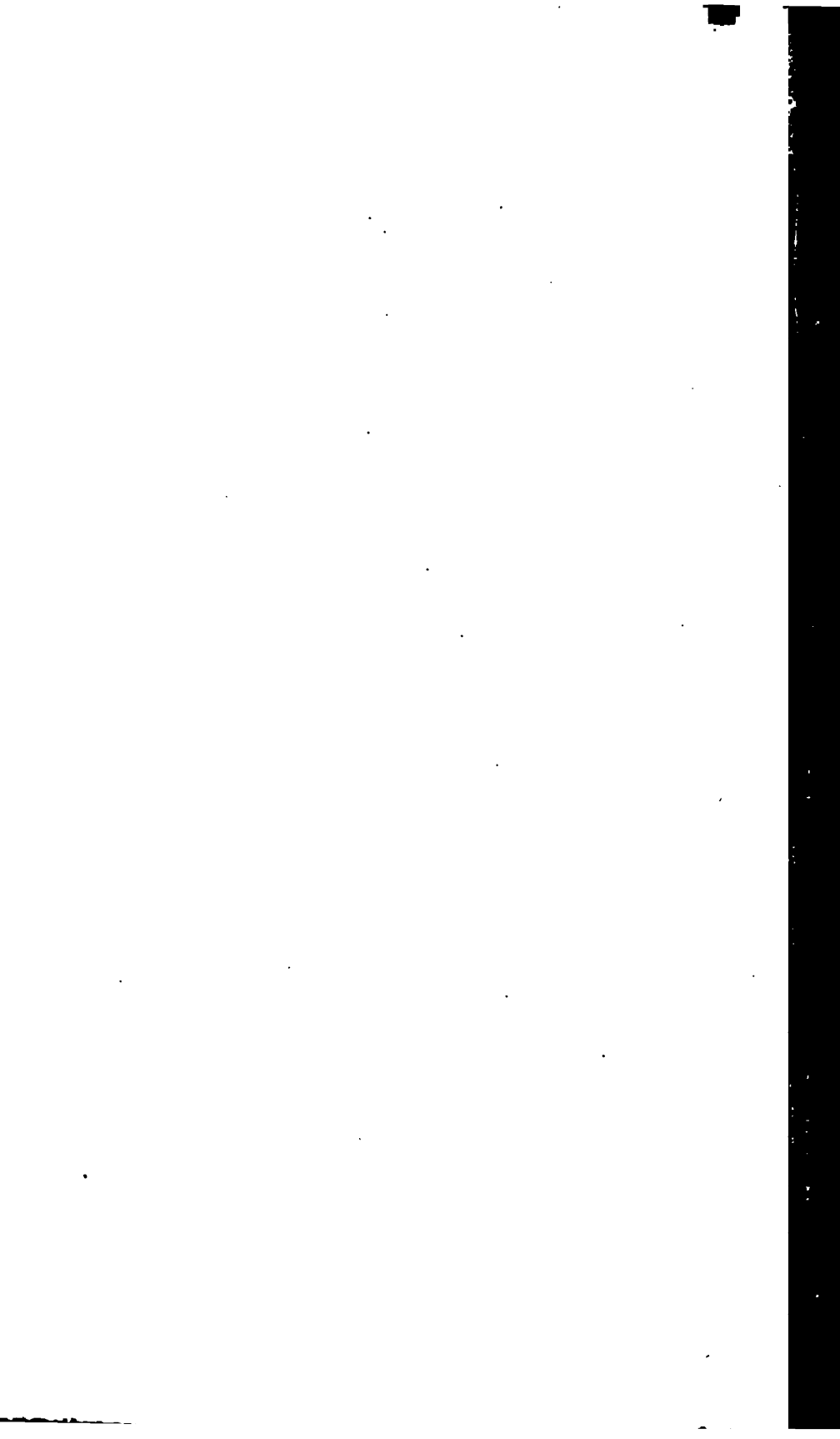
I give and bequeath to "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of dollars.

ERRATA.

- On page 6, after Rising, for "A. B." read "A. M."
- On page 50, in line 31, for "25" read "125."
- On page 91, in last line, for "that" read "trade."
- On page 92, in line 18, for "state" read "slate."
- On page 137, in line 14, for "prized" read "seized."
- On page 137, in line 36, for "with one" read "without."
- On page 138, in line 32, for "alphabet" read "language."
- On page 140, in line 2, for "practical" read "practiced."
- On page 147, in line 38, for "past" read "first."
- On page 149, in line 30, for "others, systems" read "other systems."







New York institution for the instruction of the
deaf and dumb: 49th Annual report.

112752 1867

DATE

NAME

DATE

AUG 13 1867

